



# Boston Latin School ARGO

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Free

## BLS goes New York

By Ian Marlier, I  
Layout Editor

The Boston->New York AIDS Ride is designed to strain its participants to the limit, to be extremely difficult to complete for everyone, and impossible for some. The route doesn't avoid hills, but rather goes straight up and over them, in some cases taking roads which are far more vertical than could possibly be necessary. The roads aren't shut down, except at the beginning of the route in Boston, and at the end, in New York City. Cities don't go out of their way to make the course easy, either; roads which have been victims of far too many cars for far too long are left for the bikers to manage. And at the end of the day there is no hotel waiting, no bed with a private bath, but rather a tent and a line for one of the 2 dozen showers. But it is the challenge that makes the Boston->New York AIDS Ride, and I suspect, all of the rides like it, what they are. As they say in the information session, "if it were easy, everyone would do it. That not everyone does is a testament to the difficulty of the journey and the commitment of the riders."

The first day of the Ride is, in my humble opinion, the hardest. Sure, you are at your most rested, but then again, riders had to report at 5:00 in the morning. It is very hard to be rested at 5:00 in the morning. But Boston Latin wasn't about to let anyone falter in the early going—a mile or so out of Northeastern, the Ride passed by the end of Avenue Louis Pasteur, and somewhere around 50 Boston Latin students who were, thanks to the understanding of the headmaster, out cheering for us. I must say, that for someone from Boston Latin, it was incredibly inspiring to see people with whom I go to school turn out to support the riders (though it would have been nice for all of the teachers in the school to allow their students to

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## The French Exchange Program

By Andrea Haney, I  
News Editor

Boston Latin has traditionally had a French Exchange Program with Gymnase Jean Sturm in Strasbourg, France, through which French students are hosted in Boston for a few weeks by BLS students, and later return the favor by hosting their American counterparts during their trip to France. This year, however, there will not be a French exchange, and Boston Latin's relationship with Gymnase Jean Sturm has been broken off permanently. There are numerous reasons for the abrupt stoppage of the French Exchange Program, all of which are somewhat egregious in and of themselves, but when taken together they represent serious problems with the attitudes of various people in charge of the program, on both the American and French sides of the exchange.

The first, and greatest, problem with the French Exchange Program was the lack of fully-qualified chaperones when the American students visited France. The guidelines for foreign exchanges which have been imposed by the Boston Public Schools require that there be one chaperone for every 10 students on the trip, a perfectly reasonable requirement. As well, French law states that chaperones must be fully-qualified teachers who are currently employed in that capacity. The Boston Latin students who visited France were accompanied by only two chaperones, Ms. Brun and Mr. Demerit, despite the fact that there were 23 of them, and only Mrs. Brun was, in fact, both fully qualified as a teacher and currently employed in that capacity (Mr. Demerit retired in 1994). However, Ms. Brun informed parents that there would be 3 chaperones attending the trip, and the attendees were not aware that there would be only 2 until they arrived at the boarding gate. If the students had not been faced with the prospect of losing hundreds of dollars in deposit money, chances are the French Exchange Program would have been canceled due to this lack of qualified chaperones, as other factors had already moved the administration's opinion in this direction. The chain of events which led to only two chaperones being present, however, is rather disturbing.

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## Mr. Contompasis gets his due

By Ronaldo Rauseo-Ricupero, III  
Assistant News Editor

Every Boston Latin School graduate of the past 19 years knows just how great our Headmaster is; his skill at running the school is known throughout the state and, indeed, the country thanks to the success BLS graduates have enjoyed at college and in their chosen professions. But Mr. Contompasis' ability has remained largely hidden from the general public; never a glutton for publicity, he has largely stayed out of the eyes of people not actually connected with the school or its graduates. But on Monday, September 29th, The Milken Family Foundation, a California-based charitable institution, through the auspice of their National Educator Awards, finally gave Mr. Contompasis the publicity (and monetary award) he so deserves.

The Milken Family Foundation National Educator Awards were established in 1987 to reward excellence in education, a profession which the Foundation's president, Lowell Milken, called, "the most important profession out there." Over the past 10 years the program has awarded \$25,000 unrestricted cash prizes, along with the otherwise lacking public forum, to 1,170 educators in 35 states, a grand total of \$29.3 million dollars. The recipients are selected by a committee established by each state's Board of Education, a process which does not include a nomination or application process. The awards process is done on a state-wide level. Once a state decides to participate in the program, the head of Education in that state (in our case, Commissioner of Education Robert Antonucci), assembles a private, blue-ribbon, independent judging team. The team invests two month of secret evaluation of each potential recipient in order to insure that he meets the

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# Editor's Note

By Edwina Tom  
Editor-in-chief

Welcome back fellow students, faculty, and administration for another challenging school year. Now in its 27th year, the new and improved *Argo* will be published six times throughout the school year. The new *Argo* has a different look this year. Besides a photograph or artwork on the cover, important stories will also be featured on the front with the continuation of the article inside.

This issue will make its mark in *Argo* history. In the past, the *Argo* was available to students, parents, faculty, and alumni. Now, for the first time ever, the *Argo* will be available on the Internet to everyone: students, parents, faculty, alumni, and even people outside the BLS

community. Those who have access to the Internet can easily read the *Argo* from their computer at home. The *Argo* website is [www.tiac.net/users/blsf](http://www.tiac.net/users/blsf). Also on this website are links to the Boston Latin Home and School Association and other areas of interest to the BLS community. This site will be updated after the publication of every issue of the *Argo* and maintained by our technical editor, Danny Louie.

Publishing a full issue of the *Argo* is not an easy task - chasing down editors for articles, staying late at night in the Mac Lab, assigning last minute articles to fill empty spaces. It goes through a long process before each issue is published so anyone who would like to help out is always welcomed and greatly appreciated. The *Argo* accepts new staff members

throughout the year so feel free to come by the Mac Lab after school during production week. We are always looking for typists, writers, artists, etc.

Finally, I would like to thank each and every person on the editorial board for all their time and hard work on this first issue. Without them, this issue couldn't be done. We have all worked well together as a team, and I am positive that the upcoming issues of the *Argo* will be just as well done, if not better. My gratitude goes out to the staff as well for their contribution to this first issue of the *Argo*. I look forward to working with all the talented and dedicated editors and staff this year.

Now, it's time to sit back, relax, and enjoy the *Argo*.

## To Reach the Argo...

- To send a letter to the editor:
  - see Edwina Tom in 124
  - or Mr. Flynn in the Main Office
- To place an ad in the Argo:
  - see Rossana Lau in 119
  - or Lisa Benedictis in 216
- To place an event in the Argo calendar or info on Argo Net:
  - see Danny Louie in 120
- To take pictures for the Argo:
  - see Nina Smolyar in 124
  - or Min Wu in 125
- To report a story or otherwise join the Argo:
  - see Edwina Tom in 124
  - or Feng Yuan Xu in 137

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## Inside This Issue:

Boston Latin School

Argo

Founded in 1970

1st Place Winner of 1994 New England Scholastic Press Association Competition

1996 New England Scholastic Press Association Superior Achievement Award

1996 Suffolk University High School Journalism Competition 3rd Place

The *Argo* is a school-affiliated publication produced monthly by the students of Boston Latin School. It serves as a forum for the free exchange of news and ideas in the community of students, faculty, parents, and alumni. The expressions, suggestions, and contributions of all readers are encouraged through letters to the editor. The *Argo* reserves the right to edit letters for length and clarity.

The *Argo* is produced as an extra-curricular activity. All typography and layout are done entirely by students using Macintosh computers running Microsoft Word and Aldus PageMaker. The *Argo* is printed by Saltus Press in Worcester.

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# News

## Explaining the Quota

By Jennifer Lewey, I  
Asst. Copy Editor

This past fall, 400 seventh-grade students cnlivened the hallways here at Boston Latin, anxious to engage themselves in the 362-year-old tradition of the school. When their book bags are stuffed and their homework assigned, a few students will look around at their surroundings and realize that there are, on average, only 5 or 6 black and Hispanic students in their classrooms: a percentage of eighteen which is nearly half of what it has been for the past twenty-two years.

The principal difference in the selection of this year's entering classes was that there was no pre-determined cut-off for the amount of students admitted based solely on race. Since Judge Arthur Garrity passed a Massachusetts Supreme Court order in 1974, 35% of each entering class has consisted of black and Hispanic students. Yet the use of this quota to promote diversity in the school was deemed unconstitutional last year when challenged by Michael McLaughlin, whose daughter was at first denied admission because she is white.

The goal of the new quota is to create a class of the smartest students in the city while remaining consciously aware of Boston Latin's purpose: to educate in a racially and culturally diverse city and world. The top half of the entering class (about 200 students) is determined exclusively by the students' composite scores. The composite scores provide a ranking system based only on the student's grade point average and score on the entrance exam. Thus, no racial preference is given to any of the students.

The bottom half of the entering class is chosen in a slightly different manner. First of all, no student below the 50th percentile is considered for a seat at Boston Latin School. That is, if 1,000 students apply, no student who is ranked between 501 and 1,000 is admitted. Second, the students are arranged in five different racial categories: white, Asian, black, Hispanic, and other (which includes Native American). In each category the students are arranged still by their composite scores. Third, the racial percentage of students vying for the 200 available seats is calculated. The purpose of this percentage is that it decides how many students of each category are admitted. For example, if 10% of the students being considered for the bottom half of the class are black, then 10% of the remaining seats would be available to the top-ranked black students.

Objections to this newly revised quota surface because it still appears to give an unfair preference to students based on their race instead of their achievements. This year, 37 seventh-graders and 10 ninth-graders were denied admission because of their race. This number is much smaller than that of the previous year, when 98 students were denied seats because of their skin color. Yet if no quota existed, only 9% of the entering seventh-grade class would have consisted of black and Hispanic students. Certainly these numbers don't reflect the racial and cultural diversity of the Boston Public Schools, where 73% of all students are black or Hispanic.

This year, Michael McLaughlin is once again challenging Boston Latin School and its admissions process in court. This year, many people are wondering why there are not more minority students enrolled. Although the percentage of students drawn from private and public schools is equal,

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## French Exchange Program

Continued from Page 1

Ms. Brun had traditionally run the French Exchange Program, and in previous years she and Mr. Demerit had led groups of around 20 students to France. Last year, however, expecting more students to be interested, Ms. Brun went in search of another teacher to accompany the program, and found Mr. Coulter. A substitute teacher and a French teacher in the Saturday Success School, Mr. Coulter holds a Bachelors degree in French Literature from Columbia University, as well as the equivalent of a Masters degree from the Sorbonne in Paris, one of the premiere universities in the world. Having worked in France for two international companies, Mr. Coulter had extensive knowledge of France and its culture, and was certainly a logical choice. Duly impressed by his qualifications, Ms. Brun recruited Mr. Coulter to help lead the trip, bringing the exchange to its required three chaperones. Once the program had begun, however, a situation developed around Mr. Coulter's participation in the program.

The problems began almost immediately. No group activities were scheduled for the first weekend of the exchange, so the first group interaction took place on the Monday after the French arrived. A welcome barbecue was held at the home of one of the American students, the idea being to give the students a chance to meet one another and get to know a bit about each other before the program became fully active. All of the chaperones were invited, but when the party began, only one, Mr. Coulter, was present. Ms. Brun and the French chaperones were at a lunch and didn't arrive until 2 hours later; Mr. Demerit also arrived late. The onus for introducing the students to one another and facilitating the process of forming a cohesive program in one evening, the purpose of the party, was placed on Mr. Coulter. Later in the program, however, it was reported to parents and to the headmaster of Gymnase Jean Sturm that Mr. Coulter was, in fact, not supposed to have any role in the party, and had shown up without invitation in an attempt to force his way into the program.

During the weekend between the French arrival and the barbecue, a number of the Boston Latin hosts, along with one exchange student, traveled to Washington DC to visit the AIDS quilt, a trip which was sanctioned by Boston Latin and by Gymnase Jean Sturm. Mr. Coulter was the faculty chaperone, acting in his capacities as a French Exchange Program chaperone and as the advisor of the Boston Latin School Gay/Straight Alliance. Peter Perdue, the father of one of the students on the trip, also attended. The students were put up in dorms at George Washington University by Boston Latin alumni. Mr. Coulter explained the trip to M. Presau, a biology teacher who was chaperoning the French students, at which point the following exchange, as related by Mr. Coulter, took place: "Oh, it's wonderful that you're exposing our students to *those* sorts of situations and *those* sorts of people.' And at that point, because I do HIV prevention and education, I felt it important to let him know that I in fact was one of 'those people' and I identified myself as being HIV-positive." Over the course of the Washington trip it became clear to the French student as well that Mr. Coulter was both gay and HIV-positive, facts which were well known to the Boston Latin students. Mr. Coulter discussed the issue with the one male student on the trip who, according to Mr. Coulter, expressed no qualms about rooming with him in the dorms at George Washington.

Upon returning to Boston, however, there was a marked difference in the attitudes of the American and French chaperones toward Mr. Coulter, due to his revelation of his sexual orientation and HIV status.

Whereas previously the French teachers had complimented Mr. Coulter on his fluent French as well as his knowledge of French culture, they now attempted to have him excluded from program events. One of the French chaperones, Mme. Roche, went so far as to tell Ms. Brun that she didn't want Mr. Coulter to participate in the program any longer. Mme. Roche complained, as Ms. Brun later told Mr. Coulter, "that I [Mr. Coulter] was a participant in the program, because I was homosexual. And she said that she was worried about the safety of the student during our trip to Washington DC." According to Mr. Coulter, he later confronted her, and she complained to him that, "this wasn't how things were done in France."

The final straw occurred a little later in the program; one of the American hosts, Andrea Haney, had arranged for her student to stay over with another host so she could take the PSATs, in exchange for which she would host both the next night. In the interest of fully exposing the French exchange students to American culture she organized a trip to the Rocky Horror Picture Show, an event which, in Mr. Contompasis' words, "could never happen (or be experienced) in France." As another driver was needed, Mr. Coulter was invited along. Andrea, Mr. Coulter, and the two students went, meeting up with Kay Perdue, Saamra Mekurila-Grillo, and Shauna Daly, the three of whom had been attending a dinner with the Mayor honoring their work with the GSA. The seven attended the show and returned to Andrea's house, where they were dropped off by Mr. Coulter. However, early the next morning someone, apparently Andrea's exchange student's mother, called, asking to speak with him. Due to the hour and the language barrier, the caller was given the false impression that the student had been out until very early in the morning with only Mr. Coulter. Ms. Brun later received a phone call from the student's mother, reporting this fact. This report was later cited in a meeting with Mr. Contompasis as the reason for Mr. Coulter's expulsion from the program. Yet this false report was not mentioned until after the French had already returned home and Mr. Contompasis was being brought in as the adjudicator of a discrimination charge. The worst result, however, was that the French chaperones told their students, all of whom seemed to prefer Mr. Coulter over the other chaperones, that they were not to associate with Mr. Coulter, or there would be repercussions (indeed, the French students involved are not named due to a continued and justifiable fear of repercussions).

On March 2, a fax was received by Mr. Contompasis requesting that Mr. Coulter, the third chaperone for the trip, not attend, with the reasoning that, "he showed great assiduity during the French visit to Boston,...took the liberty of leading some of the French students to a night showing of a show whose good taste and cultural interest are highly questionable...[which] is less acceptable since the students involved are under eighteen...and that Mr. Coulter is not a duly-qualified and acknowledged teacher, actually in office." Mr. Contompasis replied to the objections, and stated that Mr. Coulter was his "personal representative, responsible for evaluating the academic merits of the program. And thus it is inconceivable for Mr. Coulter not to participate in the trip," requesting confirmation that Mr. Coulter would be welcome in Strasbourg. The response, however, was that if Mr. Coulter happened to be present in Strasbourg, he was to have nothing to do with the program or its activities, and would not be allowed to be present at Gymnase Jean Sturm under any circumstances. The French objection seemed to be based on Mr. Coulter's qualifications (despite the fact that one of their chaperones

was not a teacher, rather she was the wife of M. Presau); Mr. Contompasis, however, stated that, "the hidden agenda here is, I believe, that they made that call on the basis of the fact that Mr. Coulter is gay. That's what I think is the reason. Did they ever admit to that? No. Would they? No."

As a result of this exchange, Mr. Coulter's name was dropped from the list of chaperones. A meeting was held prior to the departure of the students for France, at which the list of participants was distributed, without Mr. Coulter's name on it. No mention of his removal was made by Ms. Brun or Mr. Demerit, but one of the parents at the meeting, Mrs. Colvario, asked why he had been removed. As Mrs. Colvario is a teacher at the school, and evidently expecting her to respond in that capacity, Ms. Brun responded "Why don't you tell us, Mrs. Colvario?" Mrs. Colvario declined, however, as she did not feel that she should respond as a teacher in the school since she was acting as a parent. Mr. Coulter then stepped in, and explained that he had been removed due to the fact that he was both gay and HIV-positive. A number of parents at this point complained that they wouldn't have let their children go if they had known Mr. Coulter's sexual orientation. As one student, who asked to remain anonymous, stated: "Well, as far as I know no students had a problem with Mr. Coulter. The parents, however had a 'philosophical' difference with him." When asked why, the student replied, "Because he is gay."

This situation does not exist in a vacuum. This school has a trend-setting record of rebuking any form of discrimination—including homophobia. The night of the Rocky Horror Picture Show, three BLS students from the Gay/Straight Alliance were honored by Mr. Payzant, the superintendent of Boston Public Schools, and Mayor Menino for their work against homophobia and promotion of the Governor's Safe Schools Commission. Mr. Rudewick, a native Texan and Co-Chair of the Gay, Lesbian, Bisexual, and Transgender Speaker's Bureau (GLBT), luminated the situation best when he said, "Where I'm from they hide behind white hoods and sheets; up here you hide behind your degrees, fancy rhetoric and something you dignify by calling it tradition... genteel homophobia by any name is homophobia... When someone who is the most academically and sociologically qualified is denied participation in a program because of reasons unrelated to the skills required, it is called discrimination. That is why there are laws protecting our civil rights."

The result of this chain of events is manifold. The students did travel to France, despite having only two chaperones. One of the chaperones, Mr. Demerit, left the group at Orly airport in Paris, France, meaning that the 23 students returned with only one chaperone. But the greater result was that Boston Latin no longer has exchange programs. As a result of the conduct of a number of teachers, both American and French, Mr. Contompasis has decided to withdraw school sponsorship from any foreign exchanges for this year, including the French and German exchanges. There were other reasons for this withdrawal, also. This exhibition of discrimination is merely the beginning of a long list of reasons why the exchange programs should be reevaluated—the programs are not dead, merely on hiatus—until the world languages department can prescribe a more educational mode for the exchange. But whether the exchange is educational or not does not change the fact that this state has laws. These laws state that it is illegal to discriminate against a person for any reason—including sexual orientation.



## Walks for Life

By Amelia Aubourg, II  
Asst. Arts & Entertainment Editor

Last year a new club devoted to charity and volunteerism was born at Boston Latin. It was named "Walking For Life." The idea itself was based on the ideas of making connections with charities and helping to fundraise for them. While in session, it did raise over six hundred dollars for the Breast Cancer Walk and the Jane Doe Walk. Due to lack of leadership and focus, however, the club did not last very long.

Due to new leadership and zeal, the club Walks For Life is back and even better. On this year's agenda is building and promoting awareness about walks and charities and to raise money. The goal of the club is to do eight walks, including the Walk for Breast Cancer on Oct. 5, the Jane Doe Walk, the Walk for Hunger, and the Walk for AIDS. In order to join you must pay three dollars for fees, be able to do most of the walks and have time to help and volunteer.

The club had 100 members last year and will hopefully have just as many this year. People who want to join should focus on charity itself and that feeling you have once you've helped someone out, not the fact that is of easy volunteer credit. People interested should contact Amelia Aubourg or Mary Beth Burke in room 101 or Graciela Mohamedi in room 134.

The club leaders understand that everyone has a busy schedule and life but we strongly advise people to try make the meetings or tell us in advance. This year we will need help with banners, flags, and posters for all the walks and charity events that we do.

This year we want to succeed in making a lot of money for walks and charities. We need your support and effort to make a difference.

## Asian Students in Action

By Feng Yuan Xu, II  
Assistant Editor &  
Marian Wong, II  
Staff Writer

The members of Asian Students in Action (A.S.I.A.) would like to welcome everyone back for another year of "distress" at BLS. This year's added distress includes a new schedule and heavy book bags that make even seniors look like sixties. Although most students are busy enough with school work, we hope that everyone will take advantage of the numerous after-school activities BLS has to offer. One of the newest clubs is Asian Students in Action which is the unification of previous years' Asian Culture Club, Southeast Asian Club, and Japanese Culture Club.

A.S.I.A. was created by students at the end of last year who felt that BLS's Asian culture clubs just weren't living up to their names. The major event of the clubs was the annual Asian Night and other activities just included social get togethers and field trips that entertained more than "educated." Many students hesitated to join these clubs because of the clubs' weak purposes. We felt that it was time for a change and A.S.I.A. was founded last year.

This new club not only hopes to do a better job of teaching about the Asian culture than its predecessors, but also to try to get its members involved in more community activities.

Despite the club's short existence, members have already helped in several events within the Boston Asian community. We donated our time to Mayor

guys are doing. I am taking a picture to show my daughters. I wish that they would care as much as you guys do and get involved, too." After hearing this compliment, we knew that our exhaustion and pain were worth it.

There are many other activities A.S.I.A. has planned for this school year. We plan to organize a dance to promote interracial friendship. We hope to promote Asian culture awareness during Asian American Heritage Month (May) and during the annual Asian Night. Members are encouraged to participate in BLS's tutoring program. We hope that you will get involved when we have BLS's first "Culture Awareness Day" when everyone comes to



Menino's Main Street Program, a non-profit organization devoted to making Chinatown a safer and more attractive neighborhood. Another accomplishment we are proud of is our participation in the 28th Annual August Moon Festival. More than twenty-two members wearing purple T-shirts (to represent BLS) spent an entire day under the hot sun patrolling streets, setting up the stage, and sweeping the streets afterwards. At the end of the day we were all exhausted and were puzzled when people started to snap pictures of us picking up trash. One woman explained, "I really appreciate what you

school wearing traditional clothing from his or her culture. A.S.I.A. is currently working with many other Asian student organizations from surrounding universities and colleges to organize more community activities such as the Ne Tet (Vietnamese Lunar New Year).

Please don't hesitate to join because of the first word in our club's name. One of our main goals is to eradicate the numerous racial cliques that unfortunately exist in our school. We encourage everyone who is interested to join. Please read about us in the bulletin.

## Debate

By Dan Gelblich, II  
Staff Writer

Looking for something interesting to do with your free time? Would you like to be intellectually stimulated? Would you like to travel to exotic places? Looking to impress the guy or girl of your dreams? Have I got a great idea for you. Join the Boston Latin Debate Team and have all these criterion filled (except maybe the impressing a girl or guy part) and have a wonderful time while your at it. Our cozy little debate team has it all. The team is meant for anyone who enjoys arguing interesting topics, pondering philosophy, evaluating morality, justice, liberty or people who just like yelling at others. This is really two teams in one, we have a debate segment which concentrates on value oriented debates and a speech segments which includes drama, extemporaneous speaking, and oratory. If you have even the slightest interest in one of the aforementioned topics come check us out, we don't bite or pull hair for that matter. Our wonderful coach, Mr. Paul Wexler, encourages everyone to join. From the expert to the novice, the debate team can meet your needs. Worried about making a big commitment? Fear not simply come down to room 115 after school and examine the contents for yourself, find no pushy sales people, just friendly debaters. The debate team will truly have you thinking like you've never thought before. Topics range from

government to our current topic: the right of parents versus the right of adolescent privacy. Our informal meetings will appeal to everyone as we just chat about and a range of issues culminating in the preparation for debate tournaments. If this arguing stuff doesn't appeal to you don't forget the other half of our illustrious club, the Speech division. There you can involve yourself in many interesting activities such as dramatic duo where you pick a partner and a dramatic piece and have a chance to perform it at a tournament. There is also my all time favorite extemporaneous speaking where you pick a political topic and give a speech on it. Yes all this excitement for one low cost: absolutely nothing. That's right we won't even charge club dues. So what do you possibly have to lose except maybe time watching Hard Copy and all those other fascinating mid-day television shows. Oh and I almost forgot the exotic places part, that's right travel the New England Region visiting popular vacation spots such as Manchester By the Sea, Newburgh, Lexington, and yes even an occasional trip to Natick. All these glamorous sights host speech and debate tournaments which you may attend. Hey if I still haven't interested you think about this: you get to miss a day of school once in a while for debate and speech tournaments. So how could you possibly pass up all this excitement? Just drop by and say hello and see if there is something to fit your interests.

## Student Council Update

By Melissa McClinton, I  
Staff Writer

This year the Student Council is hard at work making policy changes, honoring outstanding students and educators and overall making Boston Latin a more enjoyable atmosphere for the entire school community.

Some of the things that we plan to continue working on are as follows: we want to raise \$650 to fund our Latin Spirit Award for an exemplary graduating senior, and the Crystal Apple Award, which goes to three teachers the student body picks as exceptional in their fields. The monthly Student and Teacher of the Month Board was very successful last year and we are looking for nominees for this year.

New rules have been made that don't allow students to go to their lockers or to the bathroom during the day. With the

help of the Parents' Association we plan on changing those rules so that they can be fairer to the student body. We are also trying to get the filing time extended to four minutes instead of three. But most importantly WE ARE GOING TO GET AND KEEP TOILET PAPER IN THE BATHROOMS.

This is just the beginning and there is much more to come. Our meetings will be held Thursdays from 2:10 to 3:10 in Rm. 120. **ALL ELECTED HOMEROOM REPS and alternates MUST ATTEND ALL MEETINGS.** If you are not a homeroom representative you are still welcome to come and participate. We only count those who come to meetings as devoted members. Please bring any ideas, suggestions, and comments to Melissa McClinton in Rm. 120 or Ronaldo Rauseo-Ricupero in Rm. 222. Help us help you!

Visit the Argo  
on the Net @  
[www.tiac.net/users/blsf](http://www.tiac.net/users/blsf)



# AP Exams

By Sarah Fitzpatrick, I  
Staff Writer

Ah yes, it is once again the beginning of the year. We all get to start with new teachers, new everything. Once again we get to try and understand every teacher's peculiarity or else fail grade-wise. (What is it anyway with blue ink...what's wrong with black ink?) Anyway, this being my senior year here I got kind of curious, along with my other classmates, about exactly what I got out of these six years of hard work and annoyances which I can't note here because there isn't enough room (next article, I promise).

So, I decided to start with these AP exams that everyone makes such a fuss about. Why were there people last year crying because they didn't get into the AP classes they wanted? Why were people yelling because there was no more room for students in US History AP? (Now, by the way, when I peek inside a US History AP class, I can hear my voice echo.) Okay, I'm getting to the point...I found out some information that all of you might find interesting and useful. Here are some general facts:

- Regular classes, even at our school, are not really very helpful when you get to college. It is a fact that the college system is more free and liberal than ours. For one, you don't have bells ringing at odd hours of the morning and afternoon and you also don't have professors assigning lines of translation to students when they are late to their classes because of the three minute "recess time." Actually, it's quite the opposite. YOU are responsible for the work given and YOU are the one that needs to learn, not the teacher. You don't even have to go to class...as long as you pass the test at the end of the week and don't annoy the professor, you're free. As a result of

this added freedom, the courses are much more condensed and there are more requirements. No excuses are taken, regardless of how long you have been on your deathbed. The AP courses offered at our high schools are the equivalent of the college courses. One important thing to look for in college brochures is whether that school accepts AP credit, meaning that you wouldn't have to take that class in college. (This usually applies if you pass with a 3 or above.)

- If you are taking these AP classes

other schools. The schools surveyed were BLS, Latin Academy, O'Bryant, Charlestown, English and Brighton. In this instance, I compared the results for Calculus AB, (seeing as that was the only course that the schools had in common). Of the 46 students who took the exam at BLS, 24 students passed, about a rate of 52%. At Latin Academy, of the 18 students who tried, 13 passed, about a 72% passing rate. The O'Bryant had a 6% passing rate, Charlestown a 20% passing rate, and at English there was a 0% passing rate. There

extra time in to help these students and encourage them to study and do the work. These classes aren't exactly easy. The result of these setbacks is that since schools lack funding for both faculty and books, students therefore are not encouraged to make this extra effort in making something of themselves. In 1993, only 2 high schools offered AP courses whereas now 11 high schools offer these courses, so there is some progress.

Now that you know how we compare from school to school, you will be pleased to know that here at BLS our overall passing rate is 62%. The national average is 63%, so we're getting there. Statewide, the statistics are also looking good:

- In 1996, 8.7% of Boston High School 11th and 12th grade students participated in the Advanced Placement program. Nationally, approximately 10% of all high school 11th and 12th grade students participated in the Advanced Placement program.

- In 1996, more students participated and passed the Advanced Placement program than any previous year during the 90's.

What have we learned from all this? Take the AP exams, do well in the course, and make sure you pass. Result? Save money in the beginning, make a lot of money in the end, be happy forever with your cushy job and huge houses all over the world. One last thing, when you do make all that money, feel free to throw some my way; after all, who told you all this?

I would like to thank Dr. Lambert for helping me on this and Ms. Gretchen O'Neill for providing me with the statistics.

*If you are taking these AP classes (attention Juniors and Seniors) take them in for all they're worth. Just think of that \$2000 bill that you'll be paying when you get to college when you could have taken the same course for free. It is true that the cost of taking an AP exam is \$75; however, waivers are available to those who qualify*

(attention Juniors and Seniors), take them for all they're worth. Just think of that \$2000 bill that you'll be paying when you could have taken the same course for free. It is true that the cost of taking an AP exam is \$75; however, waivers are available to those who qualify (see Dr. Lambert across from 119 or Mr. Powers across from 314). Do keep in mind that 4 AP courses is the maximum number that you can take.)

- Recommended AP courses are those in Computer Science, Mathematics, and Languages. There is a huge job market to which these courses can apply, especially Computer Science.

- AP courses look good on your transcript, provided, of course, that you pass them.

While researching this area, I was interested in finding out exactly how special we are as BLS students when it came to the actual test scores, as compared with

is one important factor that needs to be taken into account: the applicant pool. Here at Latin, taking an AP exam is like joining a club; pretty much everyone who can join, does. That is why we are lucky that we have so many exams available for the taking because we have a large applicant pool. (There are 24 available.) However, at other schools, like English, where they have only one exam available (calculus), the passing rate will of course be lower (especially if only four students are interested).

One more factor in this process is financial aid, for the school, that is. Each of these schools were given small grants to provide for these AP courses. The money, however, could only be spent on books and faculty (by the way, I don't see how \$2400 can go very far seeing how books cost up to \$40 each...that's about sixty books). Where's the money for the faculty? There also have to be teachers willing to put the

## Have You Ever Wanted to Know...

By Teeda Keo, III  
Staff Writer

\*Much thanks to Mr. Flynn, who is a very busy man, for taking the time to complete this interview. \*

### ...why BLS hasn't passed by-laws for the School Site Council?

By laws are basically guidelines on how affairs are operated within an organization. Currently the School Site Council operates according to the contract between Boston Teachers Union and Boston School Committee. There is no need to worry that Headmaster Contampasis has supreme power over how the school is operated. Even without bylaws, the School Site Council still has power, only it is more complicated to run things. But if there were bylaws the road for the School Site Council would be much smoother and easier. Passing bylaws may be considered this year.

### ...what the deal is with these end-of-year class products?

It is not exactly known where the idea of these products originated. It is known that these products are being done city-wide. But it is not the city that decides what these products are to be about. That part is the responsibility of the school. It is required of every grade and every subject, even elective courses.

Here at Boston Latin, the curriculum is being revised and new books and materials are being brought in. The addition

of these products will help teachers determine what needs to be improved.

### ...why there is confusion about the history requirements?

The times are changing and so are the history requirements. There is a possibility that Class VI will be required to take a U.S. History course. This is to help students when they take the MCAS, which is a state-wide test. But it is not yet decided whether a history course will be a requirement for Class VI.

### ...if class rank will be abolished?

For those who don't know, class rank starts in the tenth grade. If a student took six major classes, then only the best five count for class rank. Based on his grades, a student is given a number which compares him to other students in the same grade level.

This year a study is going to be conducted on the juniors and seniors. Each student will have three numbers, one based on rank, one based on their GPA, and another based on their GPA weighted. The point of this study is to compare how a student did in class rank to their GPA and so forth. This may help determine the best method to compare students.

### ...why some teachers refuse to sign passes to the lavatory?

In the bulletin, it has been stated that students are not allowed to be issued passes to the lavatory during class. This is

ridiculous and fortunately it is an error. On page 5 of the Boston Latin School Student Handbook, in print it says, "Students who are going to the lavatory must have passes signed by the teachers who allow them to go." Students are still allowed to go to the lavatory. There will be a clarification in the bulletin about the error. Students and faculty members should be aware of this clarification.

### ...which bathrooms are usually open?

Well, all (and I mean ALL) of the bathrooms are supposed to be opened during the school day. If anyone should happen to stumble upon one which is locked (as was the case at times last year), you are encouraged to go to the office and report it. This will ensure that all bathrooms are open.

### ...why three unexcused tardiness count as one absence?

The purpose of this new rule is to get students to realize how important it is to arrive at school on time. This rule was made to cut down the number of students being tardy. It doesn't look like this new rule will be changed so all students should proceed with caution.

### ...the point of the rule concerning makeup work?

Students who are passing can get no higher a score on their makeup test than what their current average is. As for stu-

dents who are failing, they may pass if their average and makeup tests combined give them a "D".

This rule has been established to prevent the absence of students who are frequently absent from school on the days tests are given.

### ...the current requirements needed to be admitted to BLS?

Currently, BLS admits in half its students based solely on the ISEE scores and GPA. The other half is admitted based on race. Students are admitted in proportion to the percentage of applicants of that race.

### ...if the three minute filing time will change?

On Monday, September 22, the School Site Council held a meeting to discuss whether the current schedule needed to be revised. They approved a schedule which would add ten more minutes to the school day.

This time would be added to the current three minute filing time. Filing time would then be four minutes. Students would also be able to go to their lockers after second period along with the three times that are allowed now.

This schedule is not yet official. It still needs the approval of the faculty.



# Meet . . .



**Dr. Lambert**

**High School:** John Marshall High School in Oklahoma City  
**Colleges:** Bachelors from University of Oklahoma, Masters from University of Michigan, Ph.D. from University of Texas/Austin.  
**Teaches:** Junior and Senior AP History Classes.  
**Hobbies:** Reading (esp. History), watching movies, listening to classical music.  
**What he likes about BLS:** "BLS has the nicest students I have ever encountered in a school. BLS students are very considerate, thoughtful, and kind." Dr. Lambert expresses that the difference between BLS students from other students is that although BLS has social cliques, we are all here for the a common goal.  
**Favorite Line:** "I'm okay, you're okay."



**Ms. Jeanine Ullian**

**High School:** Girls Latin School  
**College:** UMASS/Amherst, Bridgewater State College. Certified for Special Needs (K-12), Elementary Education (K-8), Minor in Psychology, Masters in Instructional Technology.  
**Teaches:** Assists students with learning disabilities.  
**Hobbies:** Photography, canoeing, traveling.  
**What she thinks of BLS:** "Well, first of all Boston Latin's size is huge; I never taught at such a big school before. And I think the students are very interesting."  
**Favorite line:** "Life is what you make it."



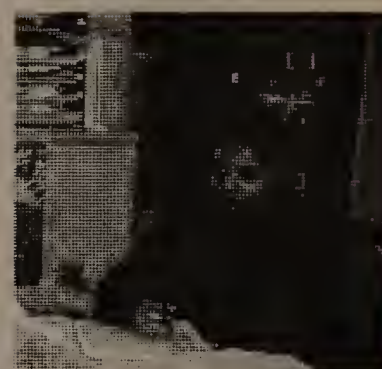
**Ms. Ying Wang**

**High School:** A high school in Xiamen.  
**College:** Beijing University with a degree in Chinese Literature.  
**Teaches:** co-teaches Chinese 1 to 4 with Ms. Chiu.  
**Hobbies:** Reading novels, watching movies, and spending time with her son (especially tutoring him in Math).  
**What she thinks of BLS:** "I am very pleased to see how hard the students study here. All the students are so nice, I haven't had any trouble with disruptive behavior in my classes."  
**Favorite line:** "Set a goal for yourself, then work hard towards that goal."



**Mr. Richard Fulton**

**High School:** George Vashon High School in St. Louis  
**Colleges:** Webster College, Boston College  
**Teaches:** 8th grade Ancient History, 9th grade Civics, 10th grade World Cultures  
**Hobbies:** "Banging" on the piano, reading, walking, biking, and attempting to play the cello.  
**What he likes about BLS:** Mr. Fulton likes the "atmosphere of collegiality, the support and help of the kind faculty. . . and the cooperative spirit and willingness of BLS students to learn." Mr. Fulton is pleased to see the "I try" attitude in students.  
**Favorite line:** A professor once said to Mr. Fulton about teaching, "Finally it [teaching] comes down to this: competence and willingness."



**Mrs. Wood**

**High School attended:** Boston Latin School  
**College attended:** Boston College, UMASS/Amherst  
**Teaches:** Biology I, freshmen.  
**Hobbies:** Step aerobics, arts and crafts.  
**What she likes about BLS:** Ms. Wood enjoys being back at her alma mater.

## Explaining the Quota

Continued from Page 3

many other variables which may play a determining factor in admission are not. In the past few years, the Boston Public Schools have seen a decline in the number of Advanced Work classes offered in elementary and middle schools. One student's socio-economic background may influence his test score just as another student's life experiences influence his.

It is not the quota which is being challenged here; it is the process. Measures must be taken in order to ensure a greater minority presence at Boston Latin rather than devise a new quota which tries to produce the brightest and most diverse - two terms which should not be mutually exclusive. For the past few years for several weeks in the summer, Boston Latin has been setting up "academic boot camps" in six geographic clusters in the city. The purpose of these camps is to provide sixth-grade students with an opportunity to improve their math, writing, studying, and test-taking skills in preparation for the entrance exam and Boston Latin itself.

At Boston Latin School this fall, 400 seventh-grade students will interact with one another and develop skills which pertain to their academic and personal growth. The value of cultural diversity and the emphasis it has on learning is professed by many, yet a solution is offered by few. Throughout this year Boston Latin School will continue to be scrutinized for its efforts to combine academic opportunities with a strong belief in racial consciousness.

## Mr. C gets his due

Continued from Front Page

criteria set forth by the Milken Family Foundation., which include, "Exceptional educational talent and promise, as evidenced by outstanding practices in the classroom, school and community; evidence of originality, dedication and capacity for leadership and self-direction; commitment to influencing policies that affect children, their families and schools; and strong long-range potential for even greater contributions to the children, the profession, and society."

Mr. Contompasis was selected this year (the first year the program has run in Massachusetts), and his award was the first one given in the nation of the 150 to be awarded this week. Also receiving awards that day were teachers in Roxbury's Trotter School, Tewksbury's Heath-Brook Elementary School, and Amcsbury's Cashman Elementary School.

These awards are, in the words of Lowell Milken, "Three-fold: celebration, which includes the recognition by colleagues as well as the general public, and an awards banquet to be held here in Boston at the Colonnade in November; elevation, which includes

the attendance at the Milken Family Foundation National Education Conference which we be held in Los Angeles this June; as well as a financial prize, which, as you know, entails a monetary donation to the recipient, in this case \$25,000. "

As his remarks continued, he went on to say, "We come here today to present one of these awards to an outstanding educator in this school...it gives me great pleasure to present the National Educator Award to an outstanding educator who demonstrates excellence in education every day. And that educator is Michael Contompasis." As these awards are given as a complete surprise to the recipients, Mr. Contompasis himself had no idea that he was about to be given this reward. Obviously surprised, he took a moment to come to the podium, and then, in what can rightfully be described as massive understatement, said, "It's not very often that I don't have a great deal to say. This comes as a total surprise." Once he had a chance to recover from the evident shock, however, the Headmaster proceeded to say, "I just want to say thanks... in this business we recognize contribu-

tions . . . through students who go on to greatness . . . this is a great institution because of the faculty and the students. It is because of you that I accept this award." After 28 years at Latin School, with such awards under his belt as the Henry L Sciatic Public Service Award, and an honorary doctorate from the Massachusetts College of Pharmacy, the Headmaster, no stranger to being commended, was still taken aback by such a presentation.

Also at the awards ceremony were such dignitaries as Mayor Menino (whose daughter attended our school), Superintendent Payzant, and School Committee Chairman Giffs, all of whom conspired with the Milken foundation in the secrecy of the presentation of the award. The assembly, which was held for members of Class I, was organized under the pretense of the Commissioner holding a forum about education reform, but the agenda was quickly shifted to the awards presentation; seniors, however, should not feel slighted at being lied to, as no one under the Headmaster knew what was to occur at the assembly.

"Mike Contompasis is

head and shoulders above the rest," was the praise given by the Mayor in his remarks. "Michael breaks all the stereotypes of what an educator's boundaries are, and that is why his award is so valid. Not enough educators are recognized in the school systems of our nation, and this presentation, I hope, will inspire other teachers and administrators to go the extra mile, as did your Headmaster," was the glowing accolade offered by Superintendent Payzant.

After the assembly, as the "prize patrol" went on to surprise another teacher, the sentiment at the Latin School was a proud one, and after the Headmaster's standing ovation, the feeling was that the Headmaster was the right choice. In the word of Lowell Milken, "There are exceptional educators in public schools throughout the Commonwealth. The four educators who have been selected for this honor today are among the very best. I am delighted that the Milken Family Foundation has had the opportunity to reward them, and I extend my hearty congratulations to all the winners, their families, and their school communities."



# And the winners are . . .

## President



**Peter Georges-Clapp**

By Sarah Carter, I  
Forum Editor

Peter Georges-Clapp is very excited about being Senior Class President. When I asked him what his ideas were he rattled them off faster than I could type them.

"The first order of business," Peter said, "is restoring many of our senior privileges; everything else is somewhat more long range." He explains that, "Although many of the senior privileges are now against the law, maybe we can get around it [the law]." Pete-Nice cites the changes that are to take place concerning filing time and lockers, which he says go into effect on October first. Peter astutely reminds us that a short time ago these changes were against the law, but through compromise the students, teachers and school administrators were able to reach common ground.

One way Peter plans to do this is by advocating a senior lounge that is also a learning environment. Perhaps one in which there would be both tutoring and teacher supervision. It could be labelled as a "learning environment."

Peter is not short-sighted when it comes to fund-raising and June 12th (Graduation Day). A sampling of Peter's ideas for the former are a car wash, a raffle, and an intra-mural basketball tournament. Peter wants it to be known that he is, "On the hunt" for a commencement speaker. He would love to have Bill Cosby there, citing Cosby's, "long standing interest in BLS." As with all things Peter is open to suggestions, and for this purpose has constructed a "Pete-Nice Suggestion Box," to be located in the senior corridor. Peter sincerely wants everyone's ideas.

When asked what was the best part about being the president was, Peter more than answered the question. First, he is extremely excited about his fellow officers, Dan, Rasheena and Cassandra. He looks forward to working with this enthusiastic bunch, and, "To using our collective creativity to bring the class together." They are already planning meetings. He is also incredibly excited about meeting and serving everyone in the class. His goals: "Really, really trying to raise money, and coordinating all senior events in a laid-back but sophisticated way."

In all this excitement, Peter hasn't forgotten his friends, or their creative little poems, which both added a touch of culture to his presidential campaign and helped him to prevail. "I want to thank everyone who supported me" our new president said, adding that, "the entire campaign as pretty cool,—everyone who put up signs, the speeches, everything, it was a well-conducted election." Peter also had reconciling words for those who didn't support him, "I would like to thank everyone who voted for me, and to those who did not, I promise—I will do a good job."

Peter would also like to inform all that, "the Greek lover is on the prowl." While I am at a loss to describe exactly what he means by this, I look forward to seeing Peter use his well-documented creativity for the class of 1998.

## Vice President



**Dan Moran**

By Lauren Greene, I  
Features Editor

From passing out free candy in the morning, to receiving endorsements from Ms. Durkin and running around in circles in the auditorium, Dan Fran Stan the Man Moran has definitely made his presence known in the Senior Class elections this year. Dan was already making a name for himself at Latin School through his various clubs and activities such as Irish Historical Society, Golf Team, and Varisty Baseball. And there are few of us who can say that we have not met Dan's new best friend, who doubles as a golf warmer, the adorable, loveable puppet, Mr. Gopher.

But the less of Dan's background we know, the better. The major question on most seniors' minds now is, "How does Dan propose to fulfill his promise of making this the BEST year of our lives"? According to 'Soy Boy' (Dorchester lingo), the keys to reaching this seemingly unattainable goal are, "senior privileges, less stress, more fun, and *Blow Pops!*" It seems everyone is promising to restore the illusive senior priveleges, so how does Mr. Moran plan to do this? "Somehow, somehow, regardless of state laws and United States mandates. . . well, it will happen!"

It seems nothing short of Valium could lower this boy's energy and enthusiasm. Dan claims the greatest thing about being elected is having the ability to "pump people up." In order to "pump" us up, Dan guaranteed that at every assembly held this year, he plans on giving an impulsive, impromptu speech. Does this pledge include graduation? The proper politician declined to answer but smirked mischievously.

Supposedly there are no deep dark scandals hiding in Dan's closet (numerous students may disagree with this statement though). Dan wants to be known as a "people-person", and for all the parents out there, Dan claims he is just a "nice Irish boy." On working with the other elected officers Dan seems extremely excited and wants to say for the record that, "I love Peter Georges-Clapp!"

With all his ideas and catchy slogans, one would imagine that Dan would wish to inspire the senior class with some wise old adage or tale. However, Dan is not the conventional politician. What is the one word that Mr. Vice President wants to leave the senior class with? You guessed it, "SEX!" "Hey, it makes helps you sleep better!" (Isn't it sweet, how he even cares about our sleeping habits!) There is no doubt that senior year will be much more exciting and interesting with such a spontaneous Vice President!

## Secretary



**Rasheena Howard**

By Kim Dang, I  
Editorial Board Associate

Something has to be special about a candidate when she's declared a winner during the preliminary elections. Over five years, Rasheena has developed a strong presence in the BLS community, becoming a captain of the Pep Squad (and its sole member to continue from sixie year through senior year), a member of the African Cultural Society, and a representative of BLS at this year's Martin Luther King Celebration at the Wang Center, where she was the master of ceremonies for the event.

Outside of school, she is a member of two theater clubs, which are very dear to her because she hopes to make a career out of writing, speaking and performing. They have aided Rasheena's ability to convey her voice to an audience whether to theatre lovers or to the senior class. As secretary of the senior class, Rasheena is determined to reach both immediate and long-term goals. She feels that small problems such as restricted locker visitation and the brevity of lunch period can be addressed rather easily if students work as one and take the initiative to improve the BLS environment.

As well, Rasheena feels that communications between students, administration and parents is key in developing a sense of contact and openness about issues that affect students. In addition, Rasheena will meet with the other class officers to begin discussions of school affairs. With the help of these resources, she hopes that the seniors will leave an unprecedented impression in Latin School history.

However, her main objective as secretary is to expand cultural awareness in the school. Since clubs are open to all, students should take advantage of the opportunity to go and visit a new club and learn about its culture. Cultural learning is as equally important as core curriculum, for it broadens people's understanding of differences and makes them more susceptible to appreciating diversity.

Rasheena is very concerned with seniors' rights, and wants to improve class unity. With the loss of senior lounge, seniors are no longer able to communicate in the form of an organized meeting. That seemingly small privilege of convening in the cafeteria during study periods would drastically improve constructive interaction. The seniors must come together to end the year as one: "we made it because of each other...no one did it alone."

Rasheena is always confident in her ideas; a prime example is her convincing and rousing address to the senior class, where she assuredly proclaimed her position of secretary and delivered realistic promises of an improved senior year. Her next speech is sure to be even more inspiring; Rasheena will emcee at Teen Harmony IV which will take place at the Fleet Center (other BLS students will also perform). She will discuss prejudice and race relations as a representative of BLS before a crowd of 10,000 people and media newscasters. 1998 is sure to bring a year of learning and unity through Rasheena's leadership and determination.

## Treasurer



**Cassandra Nicasse**

By Rossana Lau, I  
Business Manager

When asked if she will speak to Mr. Cor to the administration about money issues, Cassandra Nicasse replied with a firm "Definitely! When it comes to talking about our class' money issues, I'll definitely go down there and speak up." Cassandra, the treasurer of the class of 1998, is confident, responsible, reliable and not afraid to get her points across. Cassandra is no stranger to handling money. She was the treasurer of Hispanic Cultural Society, and she currently serves as the treasurer of Alpha and Omega Steppers, an organization outside of school, an active member of African Cultural Society, Gospel Choir, and she plans to help bring Hispanic Cultural Society back to BLS. She clearly knows what she is doing. Cassandra is taking both Economics and Calculus this year to further her interest in business. She even plans to major in International Business in college to, "study managing money throughout a group of people."

Some of her plans for this year's senior class are to let everyone know where the money is coming from, where it is going to, and how it is being spent. She hopes to help out with senior expenses; caps and gowns, yearbooks and the prom, for example. Cassandra plans to do all these things by having a new bulletin just for the senior class. It will be past out to all the senior homerooms for posting. Its purpose is to inform the seniors about money issues: "to explain what expenses are due, when they are due and where to hand the money in." I asked Cassandra how she plans to be an efficient treasurer, and she answered, "I will cooperate not only with the class committee and officers, but also with the students around me, what they think about the situation. The students should know what's going on."

Her first order of business is to talk to Mr. Casey and the administration, and Cassandra is already planning fund-raisers for the seniors. She wants to have more dances to raise money for the Senior Prom, and with reasonable restrictions so it will not turn out like last year's JAMN' 94.5 dance. Last year, the seniors sold candy bars outside of school to raise money for prom tickets; Cassandra wants to do that again this year and extend that to other expenses like caps and gowns, and the yearbooks. Another idea she has is to have more raffle tickets to raise money. If everything goes as planned, then the seniors will actually have money left at the end of the year. Most seniors are already complaining of being broke; hopefully, Cassandra's plans will be successful. Finally, I asked her if there is anything she wants to add, and she said, "I hope we all graduate together. We made it through six or four years, or even more; it's about time. Let's walk across that stage together at graduation."



# BLS and the Boston-New York AIDS Ride

## The GSA

Amelie Baker, III  
Contributing Writer

In this day and age when students are not seen as important agents in the development of our culture, the student body and faculty of Boston Latin's Gay/Straight Alliance are continuing efforts to preserve human dignity and acceptance in students, parents, faculty, staff, and alumni, with particular attention paid to sexual identity and sexual orientation. The club is open to all members of the Boston Latin School community. Our group meets every Wednesday in the teacher's lounge in the basement (023), and is working with faculty and administration to educate the students and to eliminate homophobia at our school.

We believe that many fears spring from people being uneducated and confused, so in order to clear up some terms, read what follows. Homophobia is the fear of people who are homosexual or bisexual. Homosexuality is when a person is attracted to another of the same sex. Bisexuality is when a person is attracted to both genders. It is illegal to say or do anything against homosexuals or bisexuals or anyone who thinks they might be either of the two. Any person can be punished for harassment! This applies to both students and teachers.

The Boston Latin School Gay/Straight Alliance is not alone in our mission; we have support from the Massachusetts State Government and the school administration. On February 10, 1992, Governor Weld signed an executive order creating the nation's first Governors Commission on Gay and Lesbian Youth. We at the GSA are working towards achieving the goals set in this report. These include: creating a safe environment for gay, lesbian, bisexual and all students; training teachers, counselors, and school staff to be able to deal with the issues surrounding students; and, of course, having fun! For the 1997-1998 school year we have many awesome activities planned such as taking a Duck Boat Tour and planting tulips outside the school. We shall also be participating in the AIDS Dance on November 9, the AIDS Walk, the Mayor's Youth Pride Parade, the Gay Pride Parade, and shall be holding weekly meetings. We invite all to come and join one of the most visible, most attended and most fun clubs: The GSA!

## BLS Goes New York

Danielle Brown, I  
Copy Editor

"It was the most amazing experience of my life." Although this statement was made by many about the Boston-New York AIDS Ride, it was true in its own way for each and every person who said it.

On Friday, September 12th a large group of Boston Latin School students went out to the intersection of Avenue Louis Pasteur and the Fenway to cheer on the more than three thousand riders on their way to New York. This group was comprised of more than fifty students (members and supporters of the GSA), the entire cheerleading squad, and several teachers. They all came away from the event feeling good about themselves for having supported someone else. They held signs, applauded, shouted and egged-on the entire group of riders, which included several people who knew the school well. This was evidenced by their spirited cries of "GOOOOO WOLFPACK!" as they whizzed by. Both of the BLS seniors involved, Ian Marlier and Adrienne Campbell-Holt, as well as Mr. Walker, a math teacher, stopped to tell the group how much they appreciated their love and support before they continued on their journey.

The long journeys that these two admirable students made began several months before the actual event itself. The AIDS Ride begins with a commitment, a commitment that constitutes much more than just raising the \$1500 required to participate. Both of these students raised much more than that, however; when asked how they were each able to raise approximately \$6000, responses varied. Ian replied that he had raised most of his money by sending out personal letters to people he knew describing himself and his motives for being committed to the event. Adrienne earned her pledges in a rather unique way; she asked all her friends and relatives to make donations to her cause instead of giving her birthday and Christmas presents.

Aside from fundraising, there is also the intense physical training to be dealt with. It is suggested to participants of the Ride that they train to be able to do about 100 miles a day without discomfort. However, despite reaching this point, the infamous hills of Connecticut still got to both Ian and Adrienne. What kept them going was the

high esteem and intense support given them by the other riders; in fact, Adrienne said that the best parts of the Ride for her were, "the support from total strangers and the triumphs I shared with them." Another source of strength for Adrienne was the group of riders wearing orange flags; these were riders who were HIV-positive. "Seeing them attempt this difficult and strenuous ride really made me want to keep going, so that I wouldn't let them down." Ian, on the other hand, had a much more personal motivation; Ian's dad, John Marlier, died of AIDS two years ago. He will be honored by having his name be the first to be embroidered on the BLS No More Names Quilt Project panel. This combined with the effort of the student group to come out and support provided Ian with the motivation not to let people down.

There is another very important issue here, aside from the nobility and effort of the two students, and that issue is the reason why events like this must be held. This ride is organized to raise money to care for people with AIDS and to find research to find a cure. It currently costs more than \$30,000 a year to pay for the drugs which help to slow down the devastating effects of AIDS, and many people who have the disease have no insurance except Medicare. After expenses, about 60% of the money raised will go to benefit AIDS-related services at the Fenway Community Health Center in Boston and the Lesbian and Gay Community Services Center and Community Health Project in New York. The Fenway Community Health Center is committed to providing "compassionate, affordable, quality health care to the gay and lesbian community of New England and to residents of the Fenway neighborhood and surrounding community." The Health Center offers a nationally-acclaimed model of comprehensive HIV care to more than 700 people with HIV/AIDS.

Yet despite all these noble intentions and all these people willing to help, more funding is always needed. The more people who are educated about the disease, the more money will be found. To find out more about how you might help, attend a GSA meeting (Wednesdays in 023), or visit the extensive AIDS Ride web site at <http://aidsride.org>.

## The AIDS Ride – Chicken Lady and All

Continued from Page 1

go, rather than ignoring the passes they were given.) The first group that was out cheering for us after the start, the first people not actually connected with the Ride, were the students from Latin, and during the first day, whenever I was pretty sure that my knees were about to explode, I just had to remember that a bunch of classmates thought that this was important enough to come out and cheer, and the reason I was making myself do the Ride became clear.

Once we started to ride, a police car led the first 10 miles and in Newton, traffic lights kept everyone pretty much together. But once we were out of the city and in the outer suburbs, people started to spread out. The fastest riders took off to the front of the pack, while everyone else moved along at their own pace. When someone started to lag, someone else, anyone, would ask them if there was a problem, or cheer them on. After 40 miles we stopped for lunch, and then got back on the road. But the killer part of Day 1 is the hills. They are not normal hills. They are really steep hills. And they start 75 miles from Boston. After biking for 8 hours or so, the last thing I, or anyone else, wanted to do was go up. Burning legs and knees which are falling apart do not handle grades very well. But everyone made it up them. The schedule for the evening was pretty basic: eat, talk for between 30 minutes and 2 hours, collapse.

Day 2 wasn't so bad, except for getting back onto the bike at 7:00 AM. The hills were in the first 20 miles, instead of the last 20, and the route was generally much easier. As we were riding people cheered us on from porches and roadsides, or from their cars as they drove by. My humble opinion, though, is that the best cheer of all was the man with the trumpet who stood in the

middle of a field at the bottom of a really big hill, and played the "charge!" song. There is something about that song, combined with the fact that someone got up at 6:30 or 7:00

in the morning to play it, that is quite inspiring. But that is the point, isn't it?

After meandering for a while—actually beyond a while—it was more like 70 miles—we arrived in Bridgeport, Connecticut. Two years ago, Bridgeport forced the closing of the AIDS Ride course due to a few local teenagers who were

stoning people from an overpass. This year, in an effort to redeem itself, the city had almost 30,000 people out on the streets, cheering, clapping, and generally making a lot of noise and making us feel really good about our ride. The camp for the night was in a park—actually, THE park—in Bridgeport, and was truly beautiful. It had an ocean view, the whole 9 yards. And that evening, we got to watch the Chicken Lady perform (more about this later).

The final day of the Ride was short and sweet. A 5-minute ride from camp brought us out of Bridgeport and into the suburbs of New York, which have a decided

tendency towards wealth. 30 miles of riding past large homes, private yachts, and town centers replete with Starbucks and "Olde Tyme General Stores" brought us to the final pit, and the very edge of New York. From there, a nice scenic jaunt through the Bronx brought us to Manhattan and, finally, to the end of the course at

Community College. We waited a few hours, and then lined up for the closing ceremonies and victory ride, which proceeded for two miles through Manhattan. The emotion at the closing ceremonies was tangible. Everyone on the Ride had some personal reason for being there; the ceremony brought that reason back to us all.

I promised to talk about the Chicken Lady, and I really should, since the thing that made the Ride was the people on it. Chicken

Lady pretty much made the Ride for me. Chicken Lady is Ken Thomason, from California. He has done 12 AIDS Rides at this point, and is known around the country for his participation and his...flamboyance. See, Chicken Lady does each Ride in similar and very recognizable clothing; the first day is usually normal clothes, except for the sparkly jewelry and the glittered garters on the outside of his bike shorts. The second day features the full chicken suit, including feet, a body, and a helmet cover. I am afraid words cannot describe the sight of a man in a chicken suit riding a bicycle—take it from me, it is not something you easily forget. The final day, meanwhile, saw the emergence of false breasts, a skirt, and the other accoutrements of a full-fledged cross-dresser (see accompanying photo). But what makes Chicken Lady unique is not his choice of clothing; rather, it is the actions he takes while wearing it. Ken, and a few others who do most, if not all, of the AIDS Rides, will ride up each hill 5 or 6 times, urging on those who are in danger of falling behind or failing to make it. It is not the clothes that make Chicken Lady; rather it is his attitude towards the Ride and the cause it represents. Everyone needs strength sometimes; Chicken Lady is there to give it to the riders. If I learned nothing else from the Ride, it is that it is up to us to make sure that someone is there for everyone else too.

Finally, I want to add a heartfelt thanks to Mr. Coulter, Mr. Contampasis, and everyone else at the school for all of the support you showed me throughout, either by pledging, or by allowing students out of class to come cheer the riders on, or simply by saying "good luck" beforehand. You don't know how much it meant to me.





# Forum

## ... And Justice for All: Thoughts on Morality

By Alisa Sotnik, II  
Editorial Board Associate  
Cowards!

Why do people allow themselves to create a distinction between *knowing* what is right and *doing* what is right? Must they support—either inadvertently or not—that which they would not want to undergo themselves? It is not naive to believe that one is able to maintain a sense of morality, even in today's desensitized world of injustice, callousness, and immorality. The term "cowards" describes not only those who are so morally weak as to succumb to committing injustice to others, but also those who excuse such deeds by their own passive and indifferent inaction. Change can occur only when individuals stand up for their convictions (significant to the improvement of humankind), and do not allow even their own barriers to keep them from doing what is right. The 1997 French Exchange Program is a clear example of how strong and painful anything less could be.

In October 1996, Boston Latin School began its plans for the student-exchange program with Strasbourg, France.

The chaperones were Ms. Brun, Mr. Demerit, and Mr. Coulter, a Boston Latin School alumnus, who had been asked to be a part of the school's program on account of his high qualifications, fluency in French, and popularity among students. The chaperones in France, however, *objected* to Mr. Coulter's participation because they did not agree "philosophically" with his lifestyle — Mr. Coulter is gay.

Mr. Contompasis even stated that the rejection from the host school in France (*Jean-Sturm Gymnasium*) was based on blatant homophobic motives and that the trip would thus be deemed unofficial, and the last of the *Jean-Sturm* exchanges. In spite of this, preparation for the trip continued to progress and up to nine hundred dollars was collected from those enrolled in the program, who had not yet been informed of these circumstances.

In March 1997, after months of turmoil and obscured decision-making (excluding both participants and parents involved,) Mr. Coulter was replaced by another chaperone. Finally, a meeting was held to discuss final decisions concerning the

exchange.

Having been among those originally enrolled in the French Exchange Program, I attended that meeting. I heard people actually agree with the unjustified replacement of Mr. Coulter by another chaperone based on discrimination. And I heard their dehumanizing remarks that attempted to destroy Mr. Coulter's credibility as a supervisor of students simply because his sexual orientation was not to their understanding. And after hearing the many attempts to justify the senseless injustice of denying Mr. Coulter as a human being a position in our society, I thought, "Justice for *all*?" Is this a society in which we ought to take pride?

I walked out in the middle of that meeting, unable to bear any more brutality and stating that I had withdrawn myself from the program because I refused to participate in any such discrimination. I had never felt so overcome by nausea in my life as I was on that evening when I witnessed a severe, merciless attack on human convictions. But I could not understand why there were only a few others who were as angered as I or who

stood up for or supported Daniel Coulter. I doubted that the entire group consisted of homophobes, yet I could not explain why a voice was not heard, or why the French trip did not take place. However, I do hope that the morally corrupt participants had a splendid time, while Mr. Coulter, and those who chose not to abandon their morals (even for a trip to France), stayed behind in shock—able to explain neither the abusive spite of those who spoke, nor the cowardice in those who didn't.

An old fable about a village during WWII says that the man who did not object to the evacuation of Jews, women, or the elderly, because he was not one of them, was finally taken away himself because when his turn came, there was no one left to object!

Well, this is war. When will people begin to object? Morality is not a self-serving principle that relies on convenience. Morality is the thread that holds the loose ends of our crippled civilization together. As human beings, we have the moral obligation to resist atrocious behavior and not let violent silence and passivity condone that which we feel in our hearts to be wrong.

## Get it Together!

By Christina Schiavoni, I  
Staff Writer

A major stumbling block in the effectiveness of today's many social change movements is their lack of unity. New battles constantly arise over whose concerns are more pressing and relevant, and accusatory fingers are pointed left and right: "Those tree-hugging environmentalists couldn't care less about people and animals!" "Those animal rights extremists want chimps to rule the world!" "Those human rights activists are one-sided and narrow-minded!" Yet throwing aside such petty barriers would enable those of us involved with any of these movements to realize that we are all striving towards a common goal: to make a positive difference in the world. Furthermore, this will never be achieved to any significant extent until we overlook our differences and join forces.

By the end of last year, the BLS Animal Rights

Club had come to understand this. Motivated by a year of growth, we felt it was time to broaden our scope, combining environmental and human rights concerns into our activities. Not only would our issues be more diverse, but our members' perspectives would broaden as well. This is why we are now called Society, Earth, & Animals: Life (SEAL). SEAL undoubtedly has an action-packed year ahead of itself, but the point is not to form an activity addressing each and every of its issues of interest (there are simply way too many.) Instead, the goal is to integrate our many concerns with a number of activities with broad implications. A few examples include holding a fundraising event for Oxfam (an organization aiding the poor and hungry as well as the environment in US and the Third World,) holding clean-ups at school and in surrounding neighborhoods, and preparing a vegetarian meal at a downtown soup kitchen for the Great American Meat-Out. Hopefully, many more

ideas will be incorporated into the club's plans after the extracurricular fair.

SEAL is just one club for socially concerned BLS students; there are several other clubs offering numerous opportunities to make a difference (the Gay-Straight Alliance is one great example,) and to get involved. Yet even here, among our own student body, a lack of unity exists. Clubs and individuals tend to fight for their causes and pursue their interests in isolation, rather than searching for common ground. Some clubs thrive, but others suffer from lack of members and resources, and reaching out to other groups seldom occurs. There are a few exceptions to this, including the Gay Straight Alliance and Students for the Environment's joint daffodil planting. This event has been successful in the past, and should serve as a motivation to all of us. The key to success lies in unity.

## Save Our Semi

By Ronaldo Rauseo-Ricupero, III  
Asst. News Editor

This year's Sophomore Semi-Formal Dance has been canceled per order of the Headmaster. "Due to the incident that occurred last year, we have made an administrative decision to take it off the agenda," was the response of Headmaster Contompasis when asked about his mandate that will ban this Boston Latin School tradition. The Semi has established itself as the social event of the year for students in Class

III, and has provided the sophomores with

timeless memories and an unforgettable evening of enjoyment. "I am not interested in a Sophomore Semi," he said.

What the Headmaster was referring to when he said, "the incident that occurred last year" is really a number of actions which were committed by last year's sophomore class (this year's juniors). According to Ms. Hantout, the faculty advisor and head of last year's Sophomore Semi-Formal Committee, students came to the event with alcohol, and some arrived already intoxicated; they damaged property, and generally ruined the event. These actions

were definitely unacceptable. "It embarrassed me, embarrassed Latin School, and it made me feel that all my hard work, all the meetings I had had since October, and all the planning put into the event were wasted."

While one can assuredly emphathize with Ms. Hantout, the question is whether the "sanctions" issued in response to the actions of last year's sophomores should end up punishing this year's sophomores, for an occurrence in which

they took no part. Despite the knowledge

of the behavior described as "deplorable" by Assistant Headmaster Kelley-LaCambria, despite the blatant irresponsibility of the class, despite the incredible shame the members of that class have caused the school, the Headmaster has proposed an arrangement by which "the sophomores may be able to attend the Junior Prom."

According to such a plan, the juniors, who have such a shameful history, are going to be in effect rewarded for their actions, and are expected to serve as role models for the members of Class III, who,

in the words of Headmaster Contompasis, "... are probably not mature enough..." to handle a semi.

The problem, though, is that this statement has been made without providing a chance for the sophomore class to prove itself and demonstrate its responsibility. The administration has exhibited little faith in this case based on the reputation of its predecessors.

In an effort to demonstrate the sophomore class' maturity in dealing with such an issue, a petition has been circulated and signed by about 80% of the class, promising that if they were to have a Sophomore Semi-Formal Dance and act in an unsuitable manner, that they would then take responsibility for their actions, unlike the last class, and forfeit their Junior Prom.

This pledge, however, is not enough for the administrative team, which feels that it should have the right to impose community service and have 80% of the class come and serve on the day and times allotted. When the impossibility of the scheduling of such events was indicated, Assistant Headmaster Kelley-LaCambria, responded: "Well, maybe it's impossible for us to schedule time to discuss the semi, too." When faced with the argument that even schools in the city of Boston hold dances in both the freshman and sophomore years, she responded: "I make my opinions based on this school, not others." Yet at the same time, the intellectual and responsibility

levels of the students at BLS are expected to surpass those of student in other schools in the city.

In addition, the "half-Prom-half-Semi" idea proposed by the Headmaster is very improbable because of the fact that even holding a Junior Prom is still, in his words, "tentative," and subject to further debate.

All in all, the prospects for the sophomore class are dismal, but every avenue is being explored in trying to negotiate a fair agreement with a seemingly immovable administration. For example, the issue has made its way onto the agenda of the next School Site Council meeting, which will take place on Monday, October 20, at 6:00 P.M. at

Let the Sophomores prove themselves ... don't judge them on their predecessors

Latin School and will be open to the public (this means you). Hopefully in the near future I shall be able to report good news regarding this situation, but in the mean time, I urge all students, faculty members, and parents to support our cause, and convince the administrative team to save our Semi.



## Radical Rules

By Billy Young, II  
Staff Writer

School should be a comfortable place where students can learn from well-educated teachers. The first schools appeared about five thousand years ago, but we are still working on the comfort aspect. A variety of new bureaucratic nonsense has sprouted from which ever committee it is that makes rules. Latin, already unfriendly to underclassmen (especially seventh-graders) is making life more difficult for both the student body and the faculty.

Here is a sampling of the new rules instated this year:

1) Restrictions on the use of bathrooms: the faculty was told to discourage the use of the bathroom at any point from the end of homeroom at 7:50 to the end of R7 at 2:10. That's about six and a half hours. The faculty would go on strike if they had to put up with rules like this. This is a problem for the entire student body: uncomfortable students cannot concentrate on their work, and grades will suffer. Female students have it even worse than males; they have more hygiene issues, and may not wish to discuss them in public. It now appears that the bathroom doors may actually be locked during the school day. This is inhumane. The entire student body need not be punished simply because a few students choose to cut class.

2) Restrictions on the use of lockers: now students may only visit their lockers once a day. To whom does this make sense? Students were told that this rule (and the previous one as well) was to keep them out of the hall during class time. Instead, the only immediate effect is to keep us away from our books. Many students' bags aren't large enough to carry four textbooks, an assortment of notebooks, calculators, pens, pencils and paper. The faculty is not even allowed to give a student a hall pass to retrieve books necessary for the class exercises. This won't help our grades, and will only hurt the teachers' ability to carry out their planned lessons.

3) An enforced three minute passing rule: students now have one minute less to get from class to

class. What was hard has now gotten harder. Oh, and students have to carry those extra books. If keeping accreditation means we need more class time, then make the day longer. If the Teachers Union wants more money for that extra six minutes, settle it with them. Better yet, start the day later, have classes until three or four, and keep the students from going out with their friends after school. With one masterful stroke, we could get all teenagers off the streets.

4) Abolition of senior privileges. This makes no sense. Senior year is an incredibly hard year for students, and lounge is a much needed break. No class time is taken away, and no students have done anything wrong that would require this ban.

Moreover, Boston Latin School is the best chance for many students for access to a college education. It is not a race issue, a political issue, a money issue or any other kind of issue. Education should not be held up by petty city politicians who think they can sacrifice Latin for their own aims. The school was evaluated for accreditation two years ago. Instead of buying history books that mention the collapse of the USSR or the fall of the Iron Curtain, the school repainted the walls (nice shade of blue in

those stair wells.) It took until this September for money to finally be appropriated to build the required library. No matter that the school system has so little money: Why are we paying ten or twelve

billion to build a highway and a tunnel when we can't educate our children properly?

Can all the background politics be changed? It will take much effort. Can the ridiculous regulations that make student and faculty lives harder be changed? Easily.

Several petitions exist to ask for the alteration of the immediate goals. Pick up one in room 137 from Billy Young before or after school. Have parents sign it or mail it with a letter to whichever policy-making body they think will do the most good.

*To whom does this  
[the new locker rule]  
make sense?*

## Give me a title!

By Sarah Carter, I  
Forum Editor

Suddenly I am a senior, and suddenly I am simply chock full of school spirit. At the same time I am disgusted by what I have noticed being done by some members of both the junior and senior classes.

Students who have never been involved in anything suddenly realize that they have to fill up both their NHS and college applications with school activities. I am not referring to those who have worked hard and have been logically elected to offices in senior and junior years, or to those who are involved in uniquely senior things such as Yearbook or class committee, but to those who have literally come up to me and said, "Well, I'd love to help, but what will my title be?" Or those who have said, "No, I don't want to be on the committee; how did you get to be the chairman anyway?" "Gee, I've been on the committee for the past two years."

I am all for ambition and competition, but neither of these mean anything without a healthy work ethic behind them. Extra-curricular activities are supposed to be fun, not space fillers on some form. What musician, organizer or participant would like to share a stand, responsibility or game with someone who is not sincerely interested?

My recommendation to all BLS students, especially younger students, is to find a sincere interest or interests. Explore, learn something, anything, long before you ever have to think about applications. There are many different activities at our school; in fact, there is something for almost everyone. If you can't find the right activity for you, start a new club. Find a teacher to sponsor it, a place to meet, get some friends together, stick a message in the bulletin and see what happens.

By the time this is in print the fourth annual Extracurricular Fair will have opened and will hopefully have been a success. That does not mean that the time for joining new clubs has passed or that you have to wait until next year to get involved. Watch the bulletin for meetings; don't be afraid to try a new club—most clubs would LOVE to have new members (if anyone is interested in International Showcase, German Club or Chamber Ensemble...).

Whatever you do, do it for the right reasons: it's fun or intriguing. Don't wait until you have a blank "Extracurricular Activities" section staring back at you from a college application to get involved.

## Bilingual Education: Bi-Polar views

By Ernani DeAraujo, II  
Editorial Board Associate

During the early 1970's the Massachusetts Congress passed a law requiring the public school systems to offer bilingual education to foreign-language-speaking students who did not know English and also to those whose English was too poor to allow them to attend regular, English-speaking classes. The apparent reasoning behind the legislation was that teaching bilingual students in their native tongue would enable them to learn English and other academic subjects simultaneously. In addition, bilingual education was supposed to aid in the reduction of 'culture shock' which foreign-born students reportedly experience when they are immersed in public schools. Some 26 years after the enactment of the law requiring bilingual education, the system has been shown to be a program with the goal of teaching English, thus giving immigrants a means of achieving success in America.

The results of the bilingual education program speak for themselves. The majority of the students enrolled in the program do not learn English—which is supposedly

the main goal of the whole system. Also, in spite of the fact that enrolled students can only stay in the program for a limited number of years, many students exceed those limits. Students 'graduate' the program not only without having learned English but also 'segregated' from American children of their age, thereby decreasing their chances of becoming part of society.

Not only has bilingual education failed students, it has also failed taxpayers. In 1995 the city of Boston spent \$52.2 million on bilingual education. In that same year Massachusetts as a whole spent \$154.3 million (Source: Boston Herald 6/9/1997, State Department of Education.) Most citizens agree that their tax dollars should be spent improving education for their children, but they also feel that their money should be spent effectively, not wasted.

On the other hand, there are a few success stories out of the bilingual education system. Some students, especially those already comfortable in their native language, have benefited academically from being taught in their language and have been able to learn English. What's more, bilingual education has allowed many students to

retain their own language and traditions, but many times this comes at the expense of learning English and becoming part of American culture. In spite of these seemingly positive results bilingual education has failed overall.

The children of immigrants in Massachusetts and in the US have genuine needs that must be addressed by us as a people. Although they must be willing to help themselves in order for us to help them, we are obligated to give them an educational system that does two basic things. First, it has to enable them to speak, write, and read in English even if that means sacrificing the in-school practice of their native language. It is the family's job to instill culture and tradition into its children, not the government's. Secondly, it must aid them in becoming a part of American society, so that they can become citizens, if they are not ones already.

The states need to abolish the present failed bilingual education system and replace it with a system that is controlled by the local communities and that adheres to the two principles listed above. It is a tough task but it can be accomplished.

*How are you doing with the three minutes between classes and the other new rules?*



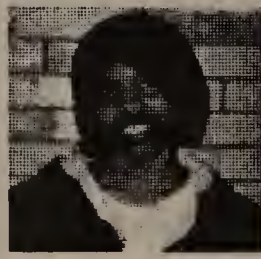
The three minutes are getting really hard. Being a sixie, it is hard to get to the basement from the third floor.

- Francesca Polvere, VI



It really doesn't affect me because I'm in Connections, but how do you expect other people to get from the third floor to the basement in three minutes? Being restricted from our lockers isn't good or bad — it's so-so.

- Samantha Joseph, III



This is not working at all. When the bell rings kids are still lugging their bookbags. It's not uncommon now to see teachers running down the hall so they too can be on time. If we couldn't make it in 4 minutes, how are we supposed to in three?

- Sabrina Acloque, III



The 6-day schedule is cool. Don't get me started on the 3-minutes — because how do you get from one side of the building to the other, when people are walking slow? And some teachers count you late if you're not in your seat before the bell rings. It's not possible.

- Jamie White, II



I think it's quite wack because we don't have enough time to do anything. We can't even go to the bathroom! What's up with that?

- Jamakeah Baker, I



# The Scholastic Meat Market

By Raymond Wu, II  
Assistant Forum Editor

Since 1945 an organization has awarded more than \$100 million ineducationalgrants to women, making it the largest provider of scholarships exclusively for women in the world. Each year thousands of women apply to enter a scholastic competition for these generous gifts, but recently, the rules have changed. Women entering have more freedom to fully express themselves, since now they are allowed to choose whether to show their characters through a one-piece or a two-piece swimsuit. Welcome to the world of Miss America, the nation's leading scholarship fund for young women and also the nation's leading achievement program for the same, or so it claims.

According to the brochure, the Miss America Organization is, "a not-for-profit corporation that has maintained a tradition for most of this century of empowering American women to achieve their personal and professional goals, while providing a forum in which to express their opinions, talent, and intelligence." The organizers insist that it is a *scholastic* event, not a beauty pageant, and that it is the "issues" and the individual's platform that count, not the looks.

And that's why physical

appearance only counts for 30% of a contestant's score. After all, we all know just how much, "on-stage personality in evening wear (15% of the score)" helps a woman to express her "voice in culture, politics, and community," which the organization claims to promote.

Granted the women in the competition are mostly intelligent, talented, and conscientious, but if the organization was really committed to providing opportunities for hard working, bright women, why does "physical fitness in swimsuit" count for 15% of the score? And as much as the organizers would like the public to believe, the interview is not the main reason they name someone Miss America. What exactly are "composite attributes" anyway (which count for 40% of the score)?

Created in 1921 as a "bathing beauty" contest to extend the summer tourist season, Miss America is a throwback to a time when a women's worth was defined by her beauty (and her ability as a housewife) and a reminder of how far there still is to go. It is a 77-year-old pageant trying to survive the politically correct 90s. Unfortunately, since it is the largest scholarship fund for young American women, it sends a ripple down through the ages that if you're female and you want to get opportunities in the future, you must be beautiful. And while almost all women who enter have career goals beyond physical display, whether consciously or unconsciously, they are reinforcing the ideals of an era when women were nothing but chattel.

Of course, some might argue that if the women want to display themselves, then why not let them? But then again would women want to display themselves if they didn't get benefits for doing so? And so the lights flash, and the parade continues. The organizers might try to justify themselves and claim they provide thousands of women with the opportunity to develop, but as long as they only open their doors to those privileged enough to meet society's harsh and fickle standard of female beauty, Miss America will remain nothing more than a centuries' old meat market.

## What's with this Schedule?

By Patrick Chace, V  
Staff Writer

This year, there is yet another schedule in place at BLS. Morning homeroom is longer (by four minutes), classes start earlier, there are only three minutes between classes, you can only go to lockers before lunch, and there is no afternoon homeroom. Finally,

there is a six-day rotation instead of an eight-day rotation. Congratulations, this school has finally achieved 330 minutes of academic time! (Yay!)

I think I speak for everybody, though, when I say that this new schedule is rather annoying. Instead of having two and a half hours of homework a night, I have four (there were more studies last year!).

*This schedule is rather annoying*

*The organizers insist that it is a scholastic event, not a beauty pageant, and that it is the "issues" and the individual's platform that count, not the looks. After all, we all know just how much, "on-stage personality in evening wear (15% of the score)" helps a woman to express her "voice in culture, politics, and community."*

Besides that, instead of getting to class a minute early, I am barely on time and even late!

And now, locker visitations. We get to go once during the day, and that is at lunch period. I think this is really not fair!

First of all, carrying four books in our bags is hard on our backs and we ALL have "sixie bags". Second, if we forget one of our books, and we pass

our locker before that class, we can't get it, and so get a misdemeanor mark.

There is only one good part about this new schedule and it is that we don't have afternoon homeroom. This is good because we can actually catch the bus.

So really, this schedule is obnoxious. I know I speak for many of my classmates, so please change it!

## 'M' Et 'I'

### Thoughts on the Schedule

*Keep it!*

By Matthew Bennington, i  
Art Editor

The complaints about the new schedule have come from students, teachers and parents are alike. True, three minutes between classes with no locker visits in between has been one of the toughest changes that students have had to face this year. But there are other differences that have been made at BLS as well. We now have fewer studies and a longer first period. The late bell rings earlier in the morning and there is no homeroom in the afternoon. These are the adjustments that the administration has implemented in our school.

Despite the changes, our system still allows students a large amount of "breathing room" after school. Even if the day was to be extended seven minutes to allow us four minutes between classes, we would still be getting out early enough for everyone to have time for their clubs and classes and sports and everything else. The ruling the state made to increase "instructional time" was made across the board. This made our time tables a bit tighter, but all things considered, we still have a lot of leeway. I remember last year, Mr. Regan holding up the 21-page-print out of all the studies he had, the paper starting his in out-stretched hands, sprawling across his desk and spilling onto the floor, and saying, "This is ridiculous."

The changes have not been easy but by no means are they without justification. It is a shame when seniors who cannot read are being given high school diplomas. True, the present solutions may not be effective or most feasible, but they are a start. Ironically enough, with the extension of the school day, there have been battles at our school over the lack of class time in some areas. The science department is no longer allotted an extra period for labs. The solution comes in a form of a one-hour first period. Beyond the science department, this allowed teachers to give more time on in-class assignments and tests. Have you ever been working on question 45 out of 50 when the tolling of the bell stole those last 5 questions from you?

The only other solutions under the present time requirements and teachers' contracts would involve lengthening the school day. This would create more problems for the students than it would solve. Not only do students participate in innumerable extracurricular activities, they also have jobs. This is perhaps not true for everyone, but a later school day means either less working hours or, gasp, later hours. As it is, there are sports games that let people out of class early. A later day either means later games or more missed class time. The later the games, the later the athletes get home, the less time for dinner and homework and/or less time for sleep. We are encouraged to participate in as much of life as we can, but there are only so many demands that we can meet in one day or one week.

The schedule that has now been developed for us allows time for many of those academics and extracurricular demands. We are still adjusting to things and there may yet be some changes somewhere in not-too-distant future. However, after considering all the elements in student life, what we have now has a potential of working very well for all of us.

Matt is the Argo's Art Editor and optimist in residence

*Drop it!*

By Ian Marlier, I  
Layout Editor

I have an equation for the administration, one which it seems they missed when they were in school and haven't picked up this year: no time between classes + threats of detention for locker visits + a huge bookbag + lots of work = stress. A lot of stress. I don't have time to get stressed; remember that lots of work? Stress interferes in the completion of it. But the reason for all of this stress is not exactly a secret, and can be easily remedied; it is the new schedule.

That's right. Our new schedule, with its half-hour longer days, three minutes between classes, and, most of all, no locker visitations, is utterly inhumane. It is

### Our new schedule. . . is inhumane

threatening to break my back and give me bow legs, lugging a Calculus, Chemistry, and Physics book around with me. There are sixties wandering around the third floor who are six inches shorter than they were three weeks ago, thanks mostly to the sheer force of their backpacks on their shoulders. Other members of the school's vertically challenged population have been nearly trampled to death by students and teachers in a mad rush to get to their assigned rooms. And I will not even go into the adverse effects eating lunch in 14 minutes has on one's stomach. Everyone, but everyone, hates the new schedule. Teachers are complaining about not getting paid for the extra time they spend in the classroom, except for those teachers who are complaining about not having enough time to spend in the classroom thanks to the removal of lab periods from the schedule.

So what can be done to fix the physiological, psychiatric, and chiropractic ills the new schedule has caused? My suggestion is the following: rather than limit us to 6 hours and 15 minutes in school every day, why not extend it to 8 hours. This is a serious suggestion. Don't extend the class periods—believe me, that is the last thing I want (no offense to my teachers intended, of course. I put up with it because of you.). But use the extra 2 hours a day to extend the time between classes to, say, 15 minutes, instead of 3. Just think about the consequences of this action: students who are confused about something have a chance to find and speak to their teachers before class; students can find, and use, the one open restroom in the school; students can even talk to their friends (despite the fact that the school is unofficially designed to work against this, it couldn't hurt too much). Even teachers would benefit. Instead of having to run from class to class, and worry about giving misdemeanors to all of the people who come to class late, they could walk at a more leisurely pace, and enjoy themselves more. Even teachers have lives, and this schedule wouldn't hurt the preservation of same.

So what is the downside? I don't know. I like this idea, personally. Sure my opinion is a bit biased, but it is clear that we need a change in the schedule, and this is an effective to not only change the schedule, but to make it much better.

Ian is the Argo's Layout Editor and resident contrarian



# The First-ever ARGO Senior Page

## Senior Reminders

Visiting Colleges	Date	Time
Marquette University	Oct. 2nd	9:00 HJ
Suffolk University	Oct. 2nd	9:30 HJ
University of Maryland	Oct. 3rd	8:30 HJ
University of Pennsylvania	Oct. 6th	9:00 MD
Boston College	Oct. 7th	JH
St. Joseph's - Philadelphia, PA	Oct. 7th	JH
University of Connecticut	Oct. 7th	8:30 HJ
Emory University	Oct. 7th	8:30 HJ
Skidmore College (N.Y.)	Oct. 7th	9:00 HJ
Anna Maria College	Oct. 8th	JH
Barnard	Oct. 9th	9:00 MD
Connecticut College	Oct. 14th	9:30 MD
Yale	Oct. 15th	9:00 MD

### Other Information:

Early action/decision candidates must inform both their guidance counselor and Mr. Miller.

Harvard early action has a preferred early deadline of October 16th. MD

UMass Amherst College of Engineering - Open House - Saturday, October 18, 1997, 12:15 to 3:00 P.M., Gunness Engineering Student Center Marcus Hall, UMass Amherst. TI

### SENIORS - COLLEGE ESSAYS

Copy the essay question from application exactly as written. Then double-space your reply essay beneath it. Mrs. Middleton will go over all college essays after school in Rm. 116 with any senior who want/needs help from September to January. MO

## Editor Shout-Outs

Since the *Argo* editors need some opportunity to abuse their power (as if this page weren't enough), we hereby bring you the *Argo* Editor shout-outs:

- Edwina Tom, Editor-in-Chief - Nancy!!! Where are you!?!? We need HEEEELLLLPPPP!!!!!!!
- Danielle Brown, Copy Editor - would like to thank her biggest fans: Sumo Pirate Matty the Mitten-handed, Boogiemonster, Nag Ing Haunt, Vic the Tic, Lardified, Taffy-Taf, and her mom and dad.
- Vivian Lam, Copy Editor - shouts out to the girls volleyball team with their sixpacks and daisy duke uniform shorts, Mr. D, little Vicky, and all the sixies whose bags almost as big as mine, and Starbucks caramel macchiatos
- Jennifer Lewey, Assistant Copy Editor - this is a shout out to all my homeys in the senior class. Only 145 more days left. And to everyone in that really cool new club S.E.A.L...
- Ian Marlier, Layout Editor - I had absolutely nothing to do with naming this column "Editor Shout-outs"
- yuheng ruan, layout editor - ian deserves the credit for this wondrous layout, so thanks ian for saving my butt. hi jenny! what's up ross peou! => 171717.1317174
- Haben Michael, Asst. Layout Editor - Editor shout-outs are the most pathetic thing we've come up with yet. Oh yeah, thanks Ian since I'm lazy and Yu Heng is incompetent
- Lauren Greene, Features Editor - shout out to Kerry, just to embarass you. And a shout out to anyone who thinks they deserve a shout out
- Danny Louie, Technical Editor - "Editor Shout-outs"? Whose idea was it anyway? BLS class of 1998 rules!!!
- Min Wu, Photography Editor - thanks for the two diligent patrollers of the hall - who gave me a hand during the last frenzy to meet the deadline for this delaying paper
- Matt Bennington, Graphic Arts Editor - I'd like to thank Ms. Cropas, Ms. Mutter, and Ms. Craddock; as well as all the little people, like my brother in fivesie land.
- Albert Yuen, Graphic Arts Editor - Well, it's a brand new year here at Argo, and all I can say is good luck to everybody. really. Even with all the pressures of Senior year, I think we have a very talented and capable staff this year and I promise that this will be one of our best years! GO SENIORS! (wassup to the guys and THAT SILLY PERSON!!)
- Andrea Haney, News Editor - I would like to say hello the new sixies, especially Stephanie Maneikis - whom I remember as the little girl I used to babysit. Omlette, Darren says hello. And I would like to thank the Academy.
- Sarah Carter, Forum Editor - To all of the *Argo* editors who didn't show up on production day, and to Valerie and John and Nancy and Kent and Alyssa and Shauna and all of the other people who left me here.
- Daniel Welch, Sports Editor - shouts out the Good Fellas, represent! Red Notes 5, keeping banging! ISG, N-Dog, Casper, JF, and BLAST! Keep it real!

## Separated at Birth?



Visit the *Argo*  
on the Net @

[www.tiac.net/users/blsf](http://www.tiac.net/users/blsf)



Excuse me, Sir . . . could you tell me  
where the Seniors are?



# Arts and Entertainment

## Drama Offerings

By Jesse Barnes, I  
Arts and Entertainment Editor

I'm willing to bet that a good number of you students reading this article are interested in some way, shape, or form in the arts. But how many of you know the true range of opportunities available to you, both in school and around Boston, to act, dance, sing, write, draw, paint, play, and create? No matter what your artistic interest is, there's something out there to suit your tastes. The only problem is getting connected to the right program. That's what I'd like to tell about the *Central Artery: A guide to arts-related programs for high school aged youth in Greater Boston*. This is a publication put out by the Boston Foundation which compiles information on nearly 50 programs available to you in and around Boston. Each program is separated into one of 5 categories (Dance, Media

Arts, Music, Theater Arts, and Visual Arts), and vital information is provided about each, including cost (many are free), meeting times, location, and selection of participants (many are open to all). There is also a brief program description and a contact name and number for those interested.

Featured programs encompass all corners of the city. There's ZUMIX, a program which pairs young musicians with talented professionals in East Boston. Riverside Theater Works in Hyde Park offers private lessons and classroom instruction in all of the performing arts. The Young at Arts program at the Wang Center (in which many BLS students have participated over the past few years) allows students to review performances for local newspapers or join a Drama Club and perform original work. There are programs in South Boston (Artists for Humanity), Dorchester (the

Strand Theater), Roxbury (Talented Young Teens), and Cambridge (Dance Umbrella).

But perhaps you would prefer to stay at school for your artistic endeavors. There are still plenty of options available. The BLS Drama Club has undergone some major changes over this past summer, beginning with a giant yard sale which generated over \$3,500, enough money to hire a drama coach. Over the summer students and administration worked together to conduct interviews and ultimately to select a highly qualified professional actress to take the position (see the article on this page). She will assist student directors of the fall and spring plays, as well as direct Boston Latin's entry in the Boston Globe Theater Festival. In addition to the many actors and actresses needed to perform these three plays, many students are needed to assist with stage crew, technical support,

and costume/scenery design. Furthermore, a year-long series of workshops will take place allowing any and all interested students to learn skills in a variety of aspects of the theater world.

The key with all of these programs is to become involved as early as possible. Sixie or fivesie year is not too early to join a club or outside organization; rather, it is the ideal time to do so. All of these groups are eager to get new people involved. If you are interested in the *Central Artery* guide described above, or if you have any related questions, see Jesse Barnes in homeroom 114, Kay Perdue in 123, Max Shulman in 135, or Ingrid Liff in 132. Each and every one of these clubs exists for you, the student, so please take advantage of these opportunities.

## Commonwealth Shakespeare Company

By Julia Jones, II  
Staff Writer

While it is generally agreed that opportunities to see decent, affordable theater in Boston are scarce, this summer I found a noteworthy exception. The group was called the Commonwealth Shakespeare Company; the show, *Romeo and Juliet*; the performance space, Boston Common; and the price: free.

The company, headed by Steven Maler, originated because of the fear that theater was becoming inaccessible to the majority of the public. Maler also was committed to demystifying Shakespeare for the general public. As a result, the group strove to draw the most diverse group of people on and behind stage as possible. Maler engaged 10 young adults to serve as interns and apprentices to the production. In addition, the actors involved in the show spent 6 weeks conducting outreach workshops focused on helping teenagers make a valuable connection between great plays such as *Romeo and Juliet* and themselves. Signs of their efforts were noticeably evident in the great ranges of race, age, and social status present in their expansive audience.

At about six o'clock, a crowd began to form around the playing area. By eight o'clock, the seating area was flowing

onto the sidewalks. Many people—over 1500—chatted and enjoyed their picnic dinners while waiting for the lights to go up indicating the start of the show.

Yes, there were lights. The lighting design was actually very creative, the scenery simple but effective, and even the sound system succeeded in drowning out the incessant clamor of Tremont Street.

But what I found to be the most impressive aspect of the Commonwealth Shakespeare Company's performance was the spirit and professionalism of the actors. With the exception of Kwana A.L. Martinez as Juliet speeding up speeches which caused her to occasionally fumble her lines, the performance was completely free of weak moments. Jason Butler Harner carried his part as an innocent Romeo completely blinded by love very well, Bobbie Steinback was a particularly colorful nurse, and Jeremiah Kissel was excellent as a very intense Capulet.

The entire experience was both enjoyable and gratifying. I only wish that projects such as this had the continued support necessary to proceed into the winter months because while accessible and professional theater at affordable rates may not exist in Boston, the audience apparently does.

## Mrs. Keller

By Ingrid Liff, II  
Staff Writer

Totally cool and totally overqualified for the job, Ms. Keller is the answer to the prayers of the Boston Latin School Drama Club: She is our Drama Club saint. We are truly thankful to the administration for giving her to us. Ms. Keller's education in the theater, professional experience, and aspirations for the future correlate with everything the Drama Club could wish for.

Educated with a degree in children's theater and theater studies at The Theater School at DePaul University, Ms. Keller pursued further studies. She acquired her Masters in acting at Carnegie Mellon University and studied at the Moscow Art Theater. She has just returned from Moscow, where she was acting professionally for four months. Also, Ms. Keller has a background in dance and movement.

Although she performs and works in the theater in all aspects, teaching is certainly not new to Ms. Keller. She has worked in both private and public schools in Chicago, Maine, and New York teaching theater. Last year she taught senior citizens and homeless schizophrenic people about drama. She loves to teach.

Ms. Keller is ecstatic over the opportunity to teach at Boston Latin School

this year. Throughout the year she will be assisting student directors as well as directing the short play to be performed in the Drama Guild Festival. Ms. Keller will also teach workshops for all students at Boston Latin School focusing on acting, improvisation, directing, and/or other topics at the suggestion of students. Any ideas? Ms. Keller plans to take advantage of theater professionals in the area as well to provide varied views and workshops on and in specific areas. Her long term goal is to eventually incorporate drama into the Boston Latin School curriculum. (She's brave.)

The Boston Latin School Drama Club encourages everyone in classes VI through I to come and check out BLS Drama. Ms. Keller wishes to be approachable by all students (she's really not that scary), and to be highly visual on campus. You will know who she is - she has bright red hair. She wants students to feel free at any time to ask questions or give suggestions about theater, and would like to emphasize that no experience is needed to begin theater. Ms. Keller and encourages everyone in the school to experiment with theater in any way they wish, especially really shy people. "The worst that could happen is that they might have a good time," she said.

## The Art of Directing

Alisa Sotnik, II  
Editorial Board Associate

What do you look for in a movie? Is it the action, the violence, the sex? Is it the names of the stars that draw you in, or the location of the shooting? Or do you simply search for a movie with a catchy title and call it a night?

What attracts me to a movie is the director. Without a talented one, no matter how fabulous the actor or dynamic the script, the film is dead. I have found that directors aren't given as much appreciation

from the public as they perhaps deserve. After all, it is not only the genius of an actor or actress, but also that of the director, successfully interacting together, that produces an extraordinary performance.

The good director is the absent director. Watching a performance and not realizing that the actions have been rehearsed is a triumph on behalf of the director. The failure of one is when it is painfully obvious that there is a director behind the camera, and the actors or actresses on screen seem to perform mechanically. One can almost hear the commands: "take a step to

the left"; "look deeply into her eyes." It's fake, and disgusting.

Scott Picks, the director of the movie "Shine", was excellent. The choice of shots he took, the sequence of events, and the way the mood was projected was exquisite. Every scene was perfect and complete and if one were to randomly choose any one scene from the entire movie, one would still thoroughly enjoy it, regardless of its location.

The director has to feel the weaknesses and strengths of every action, and immediately work off the moods of every

performer. A movie has to come alive in the mind of every spectator, or else it is not a success, and it is solely up to the director to find the best way to create this desired effect.

Directors are the master puppeteers, pulling the strings of talented actors, a process that is reciprocal if it is to be effective, for neither one can survive alone.

So, I ask you, remember the director's name at the end of a good movie. It was that man or woman who made you laugh or cry—and it wasn't easy.



## Arts Spotlight on . . .



### Danielle Brown

By Julie Natola, I  
Staff Writer

Memories of seventh-grade orientation come back to me with a rush. Danielle Brown smiled and soothed my anxiety. I laugh as I recall the tension that I felt as a sixie during those first days of the seemingly never-ending journey known as Latin School. She told me not to worry. And, as I came to know Danielle, I wished that one day I would be able to write as she could, to have her compassion, and to replicate her inspiring zeal for life.

Danielle's performance over the next six years validated my first impressions. Genuine and authentic are two words that come to mind when one thinks of Danielle. In fact, she was reluctant to talk about herself when I interviewed her for this article; she is not a boastful person. While this is true of Danielle, it is her artistic talent for which she is most noted and it is evident that she brings these qualities to her budding theatrical career.

Over the past six years at BLS Danielle has amassed many accomplishments and continues to highlight her artistic and creative abilities. Danielle has been a member of Show Choir and Gospel Choir since the tenth grade. Here she displays her strongest theatrical talent...the ability to enthrall an audience with her singing. Danielle would like to pursue a career in musical theater because she cherishes that special moment when she connects with her audience.

Danielle likes to share her enjoyment of the arts by participating in programs that introduce and delight young children. As a Community Arts Partner (CAP) for the Wang Center for Performing Arts Danielle works as a liaison between various community organizations make the arts accessible to those who otherwise would not have the opportunity. For the last two summers she has participated in ACTION, acting in "Crying Out" and "UBU 3". Last winter she was a member of an ensemble that required her to sing, act, and dance. At the same time, Danielle has established quite a name for herself in the academic arena here at BLS. While she is this year's secretary of the National Honor Society, she is also taking four Advanced Placement courses, including Music and English; in addition, she participated in Writing AP last year. It is astounding that she can accomplish all of these activities while maintaining her leadership responsibilities at home as the oldest of seven children.

Danielle has been the copy editor of the *Argo* for the last two years and a member of the editorial board of the *Register* since ninth grade; in fact, this year Danielle and fellow senior Kim Dang will be co-editors of the magazine. She has used her literary skills to shape the look of both student publications. As one can see, Danielle's artistic achievement has continuously evolved; it represents the foundation for a successful career in the performing arts.

When I interviewed Danielle both of us had to take time out of our busy schedule. Since I was clearly apprehensive, Danielle calmly smiled and told me not to worry: "We're going to come through all right..." And she's right; we BLS seniors are like gold that's been tempered by fire—made stronger by experience. In light of this assessment, there is no doubt that Danielle is pure twenty-four karat.

# The Dawning of the Passion of Picasso

Alisa Sotnik, II  
Editorial Board Associate

Surrounded by the very inspirations that had contributed to his greatness, the early works of Pablo Ruiz y Picasso hang delicately on the walls of our Museum of Fine Arts. Innocence pervades the halls as the gentle first steps of Picasso's genius are generously revealed. At that time his portraits were drawn to simulate reality, rather than to exploit or deceive it. He learned a variety of styles by assimilating the works of master artists such as Edgar Degas, Diego de Silva y Velázquez, Paul Gauguin, Paul Cézanne, and displayed them beautifully. Picasso had yet to start contorting human bodies, displacing the positions of their features, or showing the grotesque and destitute outlook on life for which he would later be known.

Instead, the collection begins with paintings of pretty ladies and extravagant dresses. Living in the center of art and culture, Picasso drew much of the liveliness and surrounding entertainment into his work, as in *Moulin de la Galette*, 1900, or *Lady in Blue*, 1901.

There are also several paintings about the Spanish village in which Picasso was born. The beauty of the ancient Spanish architecture is shown, yet the sorrow of its people, as in *Women and Child by the Sea*, 1902, is also apparent.

Approaching the end of the exhibition, paintings from Picasso's "blue period" expose his then growing sensitivity towards the blind, the grieving, and the impoverished. *Blind Man's Meal*, 1903, was among those depicting a scene from the life of an indigent. Deprived, shallow cheeks and weak, brittle fingers portray the anguish of mealtime to a blind man, who has so little to eat.

Born in Málaga, Spain, in 1881,

Picasso spent his first years copying the drawings of his father, who happened to be a professor of art. However, it was not long until it became clear that Picasso was an artistic genius. His keen ability to master the styles of different techniques stunned his observers, and he soon became an advanced student at the Barcelona Academy of Fine Arts at the age of fourteen.

When Picasso was about twenty years old, (beyond the years represented in the exhibition) he entered his "rose period," and depicted the lives of harlequins and circus performers, for he often spent much time in their company. Even though he then used warmer and lighter colors in his "blue period," loneliness and the desire to belong or be accepted was still expressed in many of his paintings. Such torment of the human spirit dominated his following works and Picasso continued to depict these struggles in revolutionary ways. He became known for his eccentric and passionate depiction of the world.

In the course of his life, Picasso experimented with various styles and moods. He fused surrealism with symbolism, while combining cubist figures with classical ones. He was also able to express the soul of an individual in his paintings, rather than just its exterior, and for this he was much appreciated. Picasso's brilliance also appeared in his sculptures, graphic designs, and even in his work with ceramics.

"Picasso - The Early Years, 1892-1906" is currently on display at the Museum of Fine Arts, Boston until the fourth of January. It is my recommendation that anyone who has admired the works of Picasso, or has ever known passion, take advantage of the opportunity to see this exhibit. You will not regret it.

## Sophie's World

Kristin Purdy, II  
Editorial Board Associate

On a recent vacation in Maine, I spent the majority of my evenings in full view of those perfect New England sunsets, when the golden orb slowly descends into the ocean, illuminating the darkening sky around it with brilliant shades of azure and violet, sending its dying rays across the Atlantic, like a miser tossing diamonds to a street full of urchins. It truly is a sight that can make your head hurt with the glory of it. Unfortunately, I remained completely unaware of these daily phenomena, due to Norwegian author Jostein Gaardner's novel, *Sophie's World*. Easily the finest "bestseller" I have read in years, *Sophie's World* intricately wraps a suspense novel within a general overview of the history of philosophy.

Gaardner's first novel published in the United States, *Sophie's World* begins appealingly enough, the story of Sophie Amundsen and the mysterious questions left in her mailbox, "Who are you?" and "Where does the earth come from?" From these seemingly unanswerable questions springs a correspondence course in philosophy with a total stranger, whose identity is kept as an enigma to Sophie. Along with these odd courses involving the philosophers from ancient Greece to Darwinian theories and the cynicism of Freud, birthday postcards for a certain Hilde Moller

Knag appear in *Sophie's World* as well, and it is up to her to discover this Hilde, and in the process, to discover herself.

I guarantee you, there isn't another novel quite like this, with its twisting plot, intriguing philosophy, and, of course, the surprise ending. It will, however, demand your full attention; this isn't a novel to be read in a weekend.

Set during the celebration of Midsummer's Eve in Norway, *Sophie's World* is perfect for summer readings (hint, hint, English Department, hint, hint) in that it is humorous, engaging, and even educational.

Almost as a companion to *Sophie's World*, Gaardner's second novel, *The Solitaire Mystery* may serve as either a prelude or an epilogue to it. Much less complex in its storyline (but just as enjoyable), the novel almost seems to be geared toward younger readers. The story of a father and son in search of their wife/mother, who has lost herself in "a world of fashion", Gaardner wraps yet another difficult conception, fate, within a wonderful story.

A novel like none other, in that it requires intellectual curiosity, yet manages to be a wonderful read as well, *Sophie's World* is perfect for anyone not content with accepting the world around him at face value. I would suggest, however, not to read it in full view of natural beauties like the evening dusk. You may, ironically, miss the novel's intriguing effectiveness.

## Arts Spotlight on . . .



### Alex Landraitis

By Peter Georges-Clapp, I  
Staff Writer

For Senior Alex Landraitis, art is a driving passion in his daily life, as evidenced by lines like "Art occupies my mind more than anything else." Alex takes many different approaches to art, sometimes reacting to a sudden idea, other times planning out the idea he wishes to express and thinking of how he wishes to relate it. He has little interest in defining exactly what art is, believing that this leads to an "inspirational trap." He often uses art as "an escape from the stress of school" and everyday life. Although Alex is very quiet, his mind seems to be constantly filled with ideas and images many of which he expresses in his art. With no real preference for any specific artistic style, Alex has used sculpture, painting, drawing and pastels for his many works.

Alex also tells me that almost all of his work contains some kind of symbolism. For example, one of his recent drawings is done in pastels with a person sleeping in a bed surrounded by various shades of blue. The shades represent tranquility and an escape from stressful feelings and difficulties. The person sleeping, and therefore dreaming, radiates a sense of the imagination and all the artistic ideas and life that spring from it. A more abstract example is a painting with red and yellow shades with the word FALL written in huge letters surrounded by its various verb tenses in smaller letters, to be about to fall, to have fallen. The idea came to him suddenly and clearly and immediately gave him an energetic, lively feeling which can be sensed in the picture.

Alex has taken Art AP and so a few of his fine pieces can be seen in Mrs. Craddock's room and the front hallway, but he keeps most of his work at home. However, his work has appeared at the Mass College of Art and Museum of Fine Art in association with the various programs he has done at those places. He has won some awards as well, including the Silver Key and Honorable Mention in the Scholastic Art Award contest. However, he does not seem to care much about such honors and would rather focus on staying true to his art. His major ambition is to be a fine artist, but he thinks he might also teach or do commercial art on the side.



Sports

Sports Spotlight  
on . . .



Shakur  
Abdal-Khallaq

By Daniel Welch, I  
Sports Editor

If anyone at Boston Latin says the name "Shak," they are definitely not talking about the stiff who plays for the Los Angeles Lakers; the "Shak" undeniably refers to the 6'2", 200-pound-senior Shakur Abdal-Khallaq. A standout in both football and basketball, Shakur is one of the most talented athletes in the school.

Even though he enjoys playing basketball a great deal, Shakur's love is definitely football. A first team all-star last year, Shakur excels at both defensive end and tight end under the eagle-eyes of the great coach Costello. Because of his size and skills, Shakur is being heavily recruited by Colgate, UConn, Pitt, UMass, and Harvard. He will not disclose at this time which school he is most interested in (NCAA regulations prohibit it.) Shakur's greatest memory from the football field is his interception in last year's Latin-English game which assisted the Wolfpack in destroying English, 31-6. This season, Shakur is focused on gaining not only individual recognition, but praise for the team as well.

After the football season, Shakur is also looking forward to another year under the mastermind of coach Bob Macnamara on the Varsity Basketball team, where he will hopefully not be hampered by injuries or technical fouls this year.

Besides transcending the athletic world, Shakur is also an exceptional student, an admirable quality considering the amount of time needed to be spent participating in athletics.

To get an insight into the mind of Shakur, I asked him what his favorite part about the game of football was; his response, "Crushing a kid, looking up into the crowd, and seeing my mother cry."

Soccer Kicks...

By Peter Georges-Clapp, I  
Contributing Writer

The 1997 Boston Latin Varsity boys' soccer is on the brink of its strongest season. The critical factor to our potential success is our team chemistry. All the players show a particular passion for the game as well as a fierce competitive fire. An important catalyst to the mix is that everyone gets along. Illustrating this welcome development, the team has introduced a rotating shift of co-captains, two seniors for each game.

Under the tutelage of coach Richard Sewall, an epic figure in the soccer stratosphere, the players have honed the technical side of soccer with precise foot control and balance. One of these players is the red-headed 6 foot 1 inch junior Danny Cochrane, last year's MVP. However he is only one member of the illustrious J.P. Six. Others include seniors Jesse Barnes, the extremely deez Peter Georges-Clapp (seemingly sculpted as a Greek statue), Ari McKenna, Daniel Restuccia, and Sean Ryan. These six men are legends in J.P. soccer folklore, having played together for over a decade. They now prepare to go out in a blaze of glory, leaving only Danny behind to clear away the ashes in 1998.

The Junior class boasts a promising trio of Joel Bernazzani,

Michael Coe, and Brian Eustis. Joel offers a powerful, athletic game of quickness and speed, while Brian has the uncanny ability to properly lean into defenders and then swipe the ball without ever committing a foul. He plays with reckless abandon, adding an extra spark to the game. Michael Rowe plays a highly-finessed game, highlighted by a very good shot. A strong ally of this trio is the infamous Jonathan Ulman, a very superstitious player who takes a few lucky "coins" with him for every game. He is an endless supporter of the Rick Sewall cause. He and sophomore Aaron McCormack will be responsible for almost all of the corner kicks taken, for both have the ability to curve the ball while maintaining an accurate path to the heads of Boston Latin players grouped in front of the net.

There are, however, many other extremely vital players who are instrumental in fanning this flame. The multi-sport gurus, Christopher Swain and Jason Burns, are two extremely key players to the team's overall success. Jason has arguably the best technical form on the team while Chris deftly checks his opponent and seems to win the ball while avoiding a foul. In the trenches are two gritty, fierce competitors, Greg Mardirosian and Matthew McHugh. These

"maddogs" patrol the field making well-timed, all-out attacks on the ball whenever a player momentarily loses it. Having learned from these warriors, defense men Benjamin Webb, Nathaniel Gordon, Michael Perakis and Kevin O'Keefe are progressing rapidly into the highly-skilled players.

In the midst of all this lies the clever-minded Joseph Finelli. He constantly changes his approach as he feels out the flow of a particular game. Through this process, he often dishes out well-placed passes which lead to strong scoring opportunities.

Finally, we have junior goalies David Johnson and Benjamin Gray with two very different styles. The beserker, Johnson, will often run out and soar across the field to grab a bouncing ball, often just before it can be redirected by an opposing player. Benjamin Gray is generally not as risky, but that is because he can rely on his good reach and excellent hands to which the ball always seems to stick.

Overall, the team is extremely improved and confident that this season will be a successful one.

Stay tuned to the next issue of the Argo for a check-in on the 1997 soccer season.

Sports Spotlight  
on . . .



Ximena  
Sarango

By Laura Craven, I  
Sports Editor

Maybe you've seen her eating her favorite ice cream (peanut butter chocolate swirl) at J.P. Licks. Maybe you've seen her in the morning, walking down the hall with a smile. She is Ximena Sarango and she's been swimming since she was three years old. As a co-captain of the swim team, she is in the middle of her sixth season with the Wolfpack. For the past two years, Ximena has gone to sectionals and has always been an asset to Latin.

Ximena has also been a member of the crew team for four years. However, last spring, she spent four and a half months at The Mountain School in an exchange program, and missed crew for a season. As a dedicated athlete, Ximena kept busy! She spent time snow shoveling, cross-country skiing, hiking, and even rock climbing.

As if her life isn't busy enough, Ximena also has her hectic senior schedule. In one packed day, she goes to Economics A.P., French A.P., English A.P., Statistics, Humanities and Greek Comp. Then, she is off to swimming.

Ximena excels in everything she sets her mind to and we wish her well!

Spikes up the Spirit

By Vivian Lam, I  
Copy Editor

The girls' volleyball team is headed for a successful season this year. Led by a deadly gauntlet of eight seniors and four juniors, the team has already won three games (at press time), one less than the total number of games won last year. Their victories were against long-time rival Latin Academy, perennial volleyball power Cambridge Rindge & Latin, and Dual County League opponent Acton-Boxboro.

Captain middle/outside hitter Katie Malone and co-captain right-side hitter Nancy Kiu lead the attack on this year's squad. Junior Camyle Haywood is a presence on the courts as the other right-side hitter. Senior Wai Lam Kwan and junior Jani Rodrigues attack the ball and put up strong blocks as middle hitters. Seniors Alicia Calderon and Vivian Lam combine more than seven years of experience as the seasoned setters

this year. Seniors Sandra Kwan, Nina Smolyar, and junior Joeelyn Delgado are indispensable as defensive specialists, ready to dig up any serve, hit or tip. Finally, senior Allison Gunther and junior Amy Erlandson finish it up as our outside hitters, whether it be by killing the ball or aing the other teams with their amazing serves.

The team is coached by Susan Young, who is returning for her second year. Coach Young, who has played volleyball for Yale and coached the Nevada Juniors and Newton Smash Junior Olympic teams, brings plenty of experience and drills to the team. The entire varsity team from last year has returned, and every player has the same goal in mind: to make it to the state playoffs and win the Dual County League Championship. With this team's considerable talent and skill, watching a girls' volleyball game is a thrill, an explosive true-to-form "Wolfpack Attack!"



Strokes of Success

By Annie Tomasini, I  
Contributing Writer

This year the girls' swim team has the greatest number of students in a sport, with 65, in the school. With a combination of several talented underclassmen and the strong leadership of some five-or six-year veterans, the team has high expectations.

The team has been diligently practicing five days a week since the end of August at the Murphy Community School in Dorchester.

Some of the swimmers that deserve recognition are sophomore Janet Rice who swam at the state and sectional meets last year in the 100m backstroke. Katie Dervan, another sophomore, is undefeated thus far in the 200m

freestyle. There are three first-year divers joining sophomore Maryellen Bingham, who has improved tremendously since last year, and is looking forward to sectionals.

The three captains this year are seniors Merideth McDonough, Ximena Sarango, and Annie Tomasini. The other seniors are Anna Entermann, April Gariepy, and Caroline Tracy. All have been members since seventh grade.

The team swims a very competitive schedule with opponents including fifteen-time state champion Acton-Boxboro. The team swims very hard at every meet and with the addition of great team spirit, the team is enjoyable for all.

Touchdown Team

By Christopher Roma, I  
Contributing Writer

The arrival of fall and the beginning of a new school year also bring with them a new season of Boston Latin Wolfpack football. From the scorching days of late August to the freezing cold days of late November, we put on

our packs and helmets and go out to practice on the hard, dusty side-yard.

Coming off an upsetting season in 1996, with a record of 2-9, the Wolfpack has matured, and with many veterans returning we hope to make the most of these

next few months and come out with a winning season. Coached by Mr. Costello, and lead by captains Shakur Abdal-Khallaq and Keith Monahan, the mostly senior team goes into the season looking to gain a bit of glory before most of us graduate and hang up

our pads for good. Unfortunately, the Wolfpack was plagued with injuries early on and suffered a great loss when starting tailback and linebacker Luis Haneo was injured and put out for the season with a torn anterior cruciate ligament. However, with most of

our other players now healthy, we on the Wolfpack have come together and set great goals for the team.

"We have enough talent on this football team to win the super bowl once we get [it] together," co-captain Shakur Abdal-Khallaq declares.





# October 1997



Go Wolfpack!

5 Birthday: Craig Miller Chi Lai

6 Birthday: Danny Louie

7 Birthday: Naoko Takamoto

8 BU Latin Scholarship Exam

9 Birthday: Amalia Cerro Wai Lam Kwai BLS College Fair

10 Birthday: Michael Joyce Professional Day NO SCHOOL!!!

11 Birthday: Lily Lam Yom Kippur

12 B-day: Luciano Pavarotti

13 Columbus Day: No School!!!

14 Birthday: Edward Kyi

15 SUKKOY

16 Senior essay workshop

17

18 PSAT/NMSQT Examination

19 Cornwallis surrenders to Washington in the battle of Cedar Creek (1781)

20 Birthday: Alice Vaz Alicia Calderon

21 Alfred Nobel B'Day

22 Birthday: Julia Ramey

23 Rossana Lau B'Day

24 Birthday: Patrick Howard Term one ends

25 Feast of Crispian

26 Birthday: Suzanne Coyne Daylight Savings Time Ends

27 Birthday: Jason Wong

28 Jesse Barnes Jonas Edward Salk B-Day

29 "Wall Street Crash" (1929)

30 Baird makes first television transmission (1925)

31 Halloween!

1 Birthday: Alana Taylor

2 Rosh Hashanah

3 Birthday: Zhao He

4 SAT EXAM.

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September

October

November

## Coming Next Issue. . .

- BTU Teacher Contract
- Another New Schedule?
- Grade Point Average vs. Class Rank
- Overcrowded Classes
- Senior Expenses
- Early Senior Sign Out?
- Sports Update
- and much, much, more . . .

## Congratulations to the 1998 Class Committee Members!

Shakur Abdal-Khallaq  
Katie Ahern  
Jamakeah Barker  
Neil Flynn  
Nancy Kiu  
Ian Labitue  
Nicole Lizine  
Julie Natola  
Caitlin Pagnano  
Aliesha Rautenberg  
Nick Shiggs-Quiroga

Chairperson: Ronald Brankley

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# Boston Latin School ARGO

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Free

## School Site Council Meeting

By Ronaldo Rauseo-Ricupero, III  
Assistant News Editor

There were issues addressed at the Boston Latin School's School Site Council Meeting on Monday, October 20. This public meeting, held each month as the School-Based Management/Shared Decision Making body, is comprised of sixteen members: seven teachers, seven parents, the Headmaster, and a student representative. This is the main source of input from the BLS community to generate positive change.

One of the most successful subcommittees formed, and one of the most innovative, is the Technology Subcommittee. Chaired by Ms. Pagos of the Classics department, the committee has been working diligently on new computers, Internet connections, and updating old equipment at the school. It is to be noted that the work of Ms. Moniz, Ms. Howkinson, Mr. Ramos, Ms. Ryan, alumnus Chuck Longfield, and especially Mr. Power, is greatly appreciated by the student body as well as by the entire BLS community, and they should be applauded for their commitment to the educational process in all of its forms. The Technology Committee was broken down into the following sub-committees and chairs: Security (Ms. Moniz), Administration (Mr. Haberstroh), Web Site (Mr. Power), Training (Ms. Gilligan), Public Relations (Ms. Howkinson), Network Systems (Mr. Longfield), and Development (Mr. Coulter).

This is the group which has organized the huge amount of new technology implemented at BLS, which includes "52 PC's, 23 Macs, 13 laser printers, 11 color and other printers, 3 scanners, and a whole lot of network drops (over 550). The group is expected to receive from \$50,000 to \$100,000 this year in grants from LINC, the Boston Latin School Foundation, MIT, and alumni, which will be used to continue to improve the technology in the building. If you are interested in this exciting project, the meetings are on the first Tuesday of every month in the Library at 2:30 PM; all faculty and staff members are welcome.

At the meeting on October 20, however, there were a variety of other issues addressed after the report on the progress of the Technology Committee. One of the biggest issues was the Bell Schedule (see other article). Next came the senior privilege situation. Here's the deal: due to the Massachusetts State Education Reform Mandate, there has been no time allotted in which seniors would be able to have their lounge because they would not be able to meet the required 333 minutes of instructional time per day. In addition, there was a feeling of general dislike from the side of

Continued on Page 3

## Men in Black



## Mr. Bronski on Making Dumplings

By Min Wu, I  
Photography Editor

Mr. Bronski makes Chinese dumplings—the authentic ones, from scratch; not the ones you buy from a store. That's not all the fruit he has reaped from spending an entire year, all by himself, in Dalian, China. Besides becoming addicted to dumplings, he also sharpened his oratory skills from bargaining with the market vendors; he became the honorary grandfather of a class of Chinese students; and he has in his possession a pair of Pierre Cardin slacks purchased for \$10.

It wasn't the best of beginnings for Mr. Bronski on his little expedition to the other side of the earth. Nervous about making such a big change in his life at 62 years old, Mr. Bronski found himself without his luggage (efficient, responsible American Airlines!), in a foreign land, facing a Chinese man holding a sign with Mr. Bronski's name on it, neither one understanding the other's language. He was transported to a small hotel, though it wasn't much of a hotel, since it had no running water or other amenities. But that did not daunt Mr. Bronski. He soon transferred to a better living space, found an English-speaking person, and began training to become an astute bargainer at the city markets.

Mr. Bronski described his new students as "competitive but

Continued on Page 3

## Boston Teachers' Union Contract

By Lisa DeBenedictis, III  
Business Manager

Three weeks ago, on October 9 (the day before a four day long weekend), the Boston Teachers' Union had planned to go on strike because, at the time, the teachers were working without a contract. To the disappointment of many students, the expected strike never took place. "On September 17, we ratified a new contract," informed Mr. Flynn, who is a union representative at BLS "and the great majority (of the teachers) are satisfied."

At Boston Latin, we have six B.T.U. representatives: Ms. Courtney, Mr. Flynn, Mr. Mahoney, Ms. Sibley, Mr. Myers, and Mr. Tedeschi. The six act as intermediaries between the B.T.U. and the Latin School faculty.

The new contract has some distinct changes to it. In previous years, the contract required that teachers come to school and leave school 15 minutes be-

fore and after the school day. Under the new contract, the 15 minutes has been changed to 10. Also, in the past, teachers had to spend 210 minutes a day teaching classes, that has now been increased by 30 minutes, to make 240 minutes of teaching per day mandatory.

These (as well as other) changes brought about by the contract have to be considered when reconstructing the schedule. Come November (the exact date is still unknown), we will all have to get used to yet another new schedule. The reason why we have a longer school day this year, and also why we are changing our current schedule, is the State Education Reform Mandate. For the past few years, the number of required instructional hours has been rising continually. Last year, it was mandatory to have 770 hours of instructional time during the school year. The State Education Reform Mandate is a state law which has now increased the instructional time to 990 hours per school year (or 333 minutes a day). "Every minute you

spend in class represents 3 hours throughout the school year," explained Mr. Flynn. "The extra hours are used for half days."

The new schedule, which was proposed by the administration, is to be voted on by the faculty next week. If this schedule is passed, school will begin and end at the same times it does now, but there will be additional passing time between R2 and R3 for locker visitation.

This schedule, though, is in conflict with the new B.T.U. contract. The mandatory 10 minutes prior to the start of school would be cut down to 5. The new contract also allows teachers to instruct classes that are a maximum of 48 minutes long, which would conflict with the one hour-long first period. These changes, or any other changes that are not within the guidelines of the new B.T.U. contract, need a two-thirds faculty vote to be passed.

Will this newly proposed schedule get passed? "I doubt it," said Mr. Flynn, "it's not very much different

Continued on Page 3



# Editor's Note

By Edwina Tom, I  
Editor-in-Chief

Two months of school have already gone by. It seems like yesterday was the first day of school. Now it's already the beginning of second term. Everything we've done in the first term no longer matters. What you did or did not do in class cannot be changed. The second term is a new start; it is the term where students push themselves even more, to get better grades, after they've found out what their weak subjects are. This is the case especially with seniors. Seniors are ranked again after the second term, and the average of the first two terms is used to calculate a new rank. The stiff competition rises to a new level.

Along with balancing piles of homework, studying for tests and SATs, and extra-curricular activities, now comes the time when we start filling out those college applications and writing

those college essays (if you haven't already) as well as preparing for that important college interview. With all these things to do, where does sleep fit into the schedule? It doesn't. Many seniors have already pulled all-nighters, and it is early in the school year. When will all this end? After second term? After the deadline for the college applications have past? After the AP exams? Whenever it ends and we resume our normal sleeping hours (yeah, right), we'll thank God that it's over. Until then, just hang in there! (If any of you underclassmen feel left out, don't worry, you'll get your chance when the time comes.)

In my last editor's note, I mentioned that the Argo would be on the Internet. We're currently having some technical difficulties putting the Argo on the server of the Boston Latin School Foundation. The problems will be resolved given some time. But I do promise that the Argo will be available on the

Internet soon.

On a brighter note, this is the second issue of the Argo this year. If we keep producing issues at this rate, we'll have eight issues by the end of the year, doubling last year's four issues. When I first took leadership of the Argo, I was only aiming to publish six issues this year. If we can publish eight issues in one year, we would set a record in Argo history.

As a final note, look for holiday messages in next issue's Argo. Each message is only \$1 for 100 characters. If you would like to buy or sell holiday messages, please see our Business managers Rossana Lau in 119 or Lisa DeBenedictis in 216. Unlike last year's holiday messages which came out after the Christmas vacation, I promise that this year's holiday messages will not be late. They will definitely come out before Christmas vacation.

Enjoy the Argo!

- Editor-in-Chief:**  
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- Assistant Editor:**  
Feng Yuan Xu, II
- Copy Editors:**  
Danielle Brown, I  
Vivian Lam, I
- Asst. Copy Editor:**  
Jennifer Lewey, I
- Layout Editors:**  
Ian Marlier, I  
Yu Heng Ruan, I
- Asst. Layout Editors:**  
Marie-José Bahnam, I  
Haben Michael, I
- Features Editor:**  
Lauren Greene, I
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*To send a letter to the editor:*  
see Edwina Tom in 124  
or Mr. Flynn in the Main Office

*To place an ad in the Argo:*  
see Rossana Lau in 119  
or Lisa DeBenedictis in 216

*To place an event in the Argo calendar  
or for more info on Argo Net:*  
see Danny Louie in 120

*To take pictures for the Argo:*  
see Nina Smolyar in 124  
or Min Wu in 125

*To report a story or otherwise join the Argo:*  
see Edwina Tom in 124  
or Feng Yuan Xu in 137

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Boston Latin School

Argo

Founded in 1970

1st Place Winner of 1994 New England Scholastic Press Association Competition

1996 New England Scholastic Press Association Superior Achievement Award

1996 Suffolk University High School Journalism Competition 3rd Place

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The Argo is a school-affiliated publication produced monthly by the students of Boston Latin School. It serves as a forum for the free exchange of news and ideas in the community of students, faculty, parents, and alumni. The expressions, suggestions, and contributions of all readers are encouraged through letters to the editor. The Argo reserves the right to edit letters for length and clarity.

The Argo is produced as an extracurricular activity. All typography and layout are done entirely by students using Macintosh computers running Microsoft Word and Aldus PageMaker. The Argo is printed by Saltus Press in Worcester.

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### Staff List:

- Nathaniel Adams
- Jenny Chan
- Daniel Chiu
- Alinna Chung
- Lisa Chung
- Marie Derosena
- Casey Kennedy
- Teeda Keo
- Sarah Kurpiel
- Mimi Lai
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- Daisy Lee
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- Erin Rabe
- Ariana Sicairos
- Damean Vlasak
- Steven Wang
- Amy Wong
- Tiffany Wong
- Yiu Fai Wong
- Bonnie Yu



# School Site Council Meeting

Continued from Page 1

the faculty present at the meeting in that they reported that loud noisc and water fights plagued the basement when there was a lounge. On the flip side, seniors have had that very much anticipated privilege in their last year at Latin School. However, the committee will entertain proposals from the senior class committee members as to a different privilege that may be worked out.

On the matter of senior sign out, the Headmaster has offered to propose a plan which would allow some students who do school service like tutoring, or certain community service which the school would have approved, to sign out earlier than others who did not. Then the question was raised of who would be responsible for monitoring the service, how the translation of community service hours into academic hours would be determined, and other such inquiries. The committee decided that suggestions from the senior class leaders would be considered and appreciated on this issue also; but at the same time, the entire concept of signing out early is not definite because the administration will still need clearance to carry it out anyway.

The next issue was that hotly debated, ever-popular Sophomore Semi/Junior Prom issue. The basic argument is that the occurrence at last year's Semi was a regrettable one, upon which we can all agree. The administration simply wants assurance that it will not happen again and that a "zero tolerance" policy will be as strong as possible. The petition signed by 76% of the sophomore class said that they would forfeit their Junior Prom if such an incident occurred, and was taken under consideration. However, the council feels that the event has been blown out of proportion and should be toned down to some degree, so that it would be more easily accessible in respect to expenditures, for all members of the class. The council understood the requests of the student body, but wanted to see specific actions that would be taken in order to insure the safety of the participants. The council has also allowed meetings to be held by the students in order to generate ideas which would help this be accomplished as effectively as possible, and such proposals will be presented and reevaluated at the next meeting, which will be held on Monday, November 3, at 6:00 p.m. in room 114. No student representative attended the meeting, on behalf of the Junior Prom but it was assumed that the same policy was to be implemented regarding their plan.

Then, there was an update by the Headmaster on the ongoing projects at school. The plans for construction of the new building are still in the developmental stage. The architect has been chosen, as well as the project manager, and the funding is expected to be approved for 90% of the total cost by the State. All planning, design, and red tape are to be taken care of by this June. If all goes according to plan, construction is expected to begin somewhere in December 1998 to January 1999. The new building, which will be located on the field behind the faculty parking lot on the Simmons side of the building, will house new up-to-date art and music department facilities, a new state of the art stage/auditorium/assembly hall/conference hall/movie theater (educational movies only), and a new cafeteria. The space where the cafeteria is now will be converted into the new library media center, with space available for parent-teacher and department meetings, as well as some added office space and lounges for the faculty.

In addition to the new building, there will be other measures taken in the entire modernization of the school, from the remodeling of some science labs to include more space for independent student projects to the replacing of all the doors to the classrooms. Of course, the input of faculty, staff, and students are very important, and we will hear more and more about this in the future, with the forming of Task Forces, which will represent the interests of the different school groups.

In addition, there was an update on the court case of Sarah Weisman, which is to go to trial on December 10, and will last only for two weeks. Judge Tauro has said that he does not want his courtroom turned into a media circus. The city has already under taken matters which would try to resolve this issue. In order to improve the sixth- grade admission applicant pool, city-funded "Boot Camps" have been established during the summer throughout the city, such as the predominantly minority "Stepping Stones" program, which was available at the Dorchester Health Center this summer. The council is generally optimistic that such measures will help improve the overall results on the test, which we will see when the results of the exam are released.

This is basically what went on at the meeting. As you can see, this is a very valuable committee, and one that is open to the public. I urge you to come and to have your interests represented.

# News Editor's Response

By Andrea Haney, I  
News Editor

It seems that the article I wrote for the last edition on the French Exchange Program has caused a few ears to perk. Therefore, I feel the necessity to clear up a few ambiguities surrounding the article. The first and most important issue I would like to address is that of giving thanks and paying homage. Due to last minute layout and logistics problems, Ian Marlier's name was omitted from the article. He played a crucial role in putting the article together, and deserves just as much credit as I do. He does not, however, deserve the criticism. As a matter of fact, I believe that I do not deserve this chastising, either. However, let me enumerate for you some of the more legitimate criticisms of the article, things you yourself may have thought of, and clear them up for you.

It has appeared to some that the article was a bit one-sided. The reason there are quotes from Mr. Coulter, and none from Ms. Brun, is that she declined comment. Mr. Demerit could not be reached, and two parents declined comment as to why they had not wanted Mr. Coulter to participate in the program. Three of the six students approached refused to comment, and two others would only discuss the issue if they could remain anonymous.

The next objection was that in a certain section of the article it seemed that I had interviewed myself. Rest assured that nothing of the sort happened. Ian Marlier wrote that portion of the article, and it was written based on interviews of other people. When writing the article, we did not rely on my personal knowledge of any issues.

The third and final issue here is the one of bias. Seeing as I had previous knowledge of the issues in question, I went looking for someone unfamiliar with the situation to write the article. Once a few people turned it down, I realized why. I was asking people to write an article that had the potential to get them in a lot of trouble. Some teachers do not like the idea of having their sovereignty questioned, and that is part of what this article did. It wasn't fair for me to do that to anyone, so I took the assignment on myself. I've already explained how I made every attempt to write an informative, unbiased article. I believe I succeeded, too—for I can only write based on the information I am given. If people don't give me facts and quotations, I can't pull them out of thin air. So, whatever your own opinions happen to be about the French Exchange Program, please don't kill the messenger.

# B.T.U. Contract

Continued from Page 1

from the one we have now, which was never approved by the faculty."

What was that, Mr. Flynn? Are you saying that we have been following a schedule that was never approved, as it should have been for conflicting with the union contract?

That's right. But, Mr. Contompasis explained, that with the state mandate, this schedule, "was the only way we could efficiently schedule, across all grades, activities such as band and the vocal groups." The present schedule was never passed because it was never brought before the faculty. But the schedule was devised prior to the ratification of the new contract; therefore a two-thirds vote of faculty approval was not necessary at the time. Mr. Contompasis is not sure if the proposed schedule will pass either: "I don't know (if it will pass), I hope so."

As for a Boston Teachers' Union strike in the future, don't count on it. Their new contract (just like every other B.T.U. contract) will not be voted on for renewal for three years.

# Semi Update

By Ronaldo Rauseo-Ricupero, III  
Assistant News Editor

As of press time, the decisions to be made concerning the Junior Prom as well as the Sophomore Semi-Formal are still up in the air. *Neither event has been officially canceled yet!* The decision of the Headmaster has yet to be made, but it will be based upon the input which he receives from both sides on each issue. Evidently, a rumor had been started which said that the Junior Prom was canceled. *This is false!* The misunderstanding occurred when Mr. Contompasis did not sign the form which would reserve the hall for the Prom, because he was still undecided about holding it at all. That does not mean that he will never sign the form. The same is true for the Sophomore Semi-Formal. The issue was raised at the School Site Council meeting, and it was agreed upon that the classes would have time to get suggestions on how they would implement a "zero tolerance policy," and those suggestions would be entertained by the council at its next meeting so that it would be able to decide whether to make a positive final recommendation or not, which will weigh heavily on the final decision of the administrative team. The decisions regarding the functions will be made in November, and all that we as a student body can do is conduct ourselves in a manner which demonstrates maturity and responsibility until the decisions are made.

# Mr. Bronski's Experience

Continued from Page 1

cooperative." The students studied in classes averaging from 60-70 kids per class, in classrooms without heat, without studies. They shared a great deal of responsibility; that is, the entire class is responsible for any member of the class. The Chinese respect their teachers much more than we do. Once you are a teacher to someone, you become a teacher to that person for life. Mr. Bronski became a notable figure on the campus. He developed a special bond with his students. They told him that they would be his grandchildren, and called him "Ye Ye" (Grandfather) outside class. His students didn't want him to be lonely.

Mr. Bronski settled in his environment with ease and comfort. He made many friends, including a Frenchman who gave him a few tips on setting up his e-mail account without having to pay. He learned the Chinese numbers, and even picked up traces of different dialects of Chinese through conversations. He got kicks from bargaining in the markets as he became better and better at it. He attended weddings, where in China it's not the thought that counts, but how big your gift is. He also went to a family's New Year's celebration and had a big feast.

When asked for his observations on Chinese life, he described it as fairly good. He remarked that the Chinese culture is a culture based on food — his Chinese colleagues were constantly eating. The people are not repressed, as the Western stereotype indicates. The people are very free-spirited, with a good sense of humor, "wonderfully kind," and they have a keen interest in American culture. They admire the advancement of Western technology, and believe that all Americans are rich. In his travels, Mr. Bronski liked the city of Xian the best, and also loved the scenic cities of Suzhou and Hangzhou. He did not like the big urbanized cities such as Shanghai.

Undeniably, his brave decision of teaching abroad was, "one of the best things I have ever done for myself. I not only learned new things, I renewed myself." So ladies and gentlemen, Mr. Bronski is back at BLS, more charged and energetic than ever. Look out for an old man, young at heart.



# News

## Spain in April

By Teeda Keo, III  
Staff Writer

Attention! Attention, all students who are interested in traveling to Spain! We've all seen those flyers about the Spain trip (posted all around school), haven't we? Well, if you're interested, here is some information you won't want to miss.

Mrs. Kirkpatrick, formerly known as Miss Stratman (she recently married), is in charge of this trip. She is very enthusiastic and excited to be able to visit Spain for the very first time. Mrs. Kirkpatrick has been to Europe nine times! Once, in her senior year here at BLS, she went to Russia (at the time known as the Soviet Union) on her senior class trip. Last year, she took students to London and Paris and said that she really enjoyed it. She is looking forward to another great trip this year.

The trip to Spain will take place during April vacation. It will last a total of ten days. Who can go on this trip? Well, one does not have to be studying Spanish in order to go. However, this trip is not exactly open to all classes. Juniors and seniors are welcome; and some sophomores may qualify, but only if they are mature young adults.

Students will need to pay a registration fee, about \$90. And for the entire trip, students will pay a little under \$1200. The \$1200 will cover airfare,

*One does not have to be studying Spanish in order to go on this trip*

meals, hotels, trips and various modes of transportation while in Spain. Unfortunately, there is no financial aid available. This means that coming up with the money is the sole responsibility of the student.

There are a limited number of seats available, approximately thirty to thirty-five. Depending upon the number of students going on the trip, there can be as many as five or six chaperones. For every six students, there will be one chaperone.

The purpose of this trip is to explore and experience new things. Visiting museums in Madrid, going on a walking tour of art exhibits, and sightseeing on a bus are some examples of the events planned for the trip. There will be some free time for shopping or relaxing on the beach, but of course this decision is up to the students. This trip should not only be an educational experience, but also a fun one. It's going to be an exciting adventure for everyone!

Anyone who is interested should definitely contact Mrs. Kirkpatrick (unfortunately, she does not have a homeroom this year). Meetings about this trip are announced in the bulletin so be aware of it.

Mark off your calendar and be prepared for Spain! ¡Buen viaje!

*I would like to thank Mrs. Kirkpatrick for her time and cooperation.*

## Governor's Race

By William Young, II  
Staff Writer

A fierce gubernatorial race is on in Massachusetts between three Democratic candidates and one Republican candidate. Patricia McGovern, Ray Flynn, Scott Harshbarger, and Paul Cellucci are all intent on becoming the most powerful person in the state. Come election time, there will be two left, and the day after the polls close, we will have an executive officer chosen by the people to lead us into the new millennium.

There are three Democrats now in the running:

Patricia McGovern is a woman with significant political experience. She is in her fifties, Caucasian, and was once a state senator, chair of the Senate Ways and Means Committee. She co-founded the Women's Bar Association, holds mainly liberal views, and is pro-choice. However, she has been having trouble campaigning due to her failing eyesight. A female governor may appeal to some, but being a woman is probably a drawback for this well-educated, well-experienced civil servant.

Raymond Flynn is an ex-mayor of Boston and has recently resigned from his position as U. S. Ambassador to the Vatican. He was a popular mayor from South Boston who supported Bill Clinton in his 1992 campaign and was given a national position in return. He is a socially conservative, populist Democrat. He is pro-life, and wanted to look tough on crime as mayor. Recently, however, he has been receiving much criticism in the press, especially from the *Boston Globe*. This people's candidate has been

under fire, but he is still in the running.

Attorney General Scott Harshbarger seems to be the lead candidate for the Democratic Nomination. He has held his post as Massachusetts' head lawyer for multiple terms, and was the only one of the three Democratic candidates to announce his candidacy before Governor Weld resigned. He has taken tough stances on the environment and consumer protection, and has also attacked organized crime. His father was a Protestant minister, and Harshbarger has brought his personal views into his office, which he runs as a well-organized branch of the State government.

The only Republican candidate, the incumbent Paul Cellucci, has had an extensive political career. He was elected to the Hudson Charter Commission in 1970, and advanced in town government for six years. He was elected as a State Representative in 1976, and to the Senate in 1984. He was elected Lt. Governor under the immensely popular Bill Weld in 1990, and became Governor in July 1997 when Weld resigned. He is a strong advocate for smaller government and lower taxes, as well as education reform, easy access to health care, and the fight against domestic violence. Cellucci is a trained lawyer. He lives in Hudson, is married, and has two children, both in college.

The gubernatorial elections are not until November 1998, so there is still time for more candidates. Other candidates are expected to be announced. The incumbent Cellucci already has a lead in the polls, but that is to be expected for the present governor. Next year is an election year... We'll keep you posted!

## Library Media Center Update

By Ariana Sicairos, III  
Staff Writer

The first thing Mr. Ramos asked was, "Are you being helped?" when he saw me enter the computer room in the library. Mr. Joel Ramos is Boston Latin's high school media library paraprofessional, media aid for short. He majored in communications/broadcasting at Anderson College in Anderson, Indiana. This is his second year at BLS and his fourth in the Boston Public Schools. Mr. Ramos previously worked at the M. L. King Middle School as a processing and parent coordinator. Because Mr. Ramos helps out many students in the library, I thought he might be able to help me out by filling me in on all the new technology that is available, and maybe even some of his own thoughts about it.

Twenty-five thousand dollars worth of grant and BLS Foundation money went towards nineteen new computers. Half of them have CD-ROMS and some are linked to Microsoft Internet Explorer and Netscape Navigator by the program "Popular Browsers." Mr. Ramos informed me that there are all kinds of new software that he and Ms.

Montes are planning to install shortly for our use. For those of you who hate that card catalog system, there is good news! The school is getting computers to keep track of the books in our library and will be hooked up to the Boston Public Library as well. When asked how he thinks all this technology will affect the student body he answered, "Basically, it's all a numbers game. Access to more information and having more computers allows a larger number of students to get data. Owning up-to-date computers also helps." I asked Mr. Ramos what he thinks about the library being moved to a new building in the future. He is very excited and glad that the City Council has given our school this opportunity. He thinks that the design has been submitted and is waiting to see what the next step will be. He believes that this great project will move along, slowly yet surely.

Mr. Ramos wants the students to know that there is much information available at our school and that the library should be the first stop if someone is writing a paper, curious about anything, or just wants general information.

## Another New Schedule?

By Ronaldo Rauseo-Ricupero, III  
Assistant News Editor

As we all know, due to the State Educational Reform legislation, there have been a number of changes that have occurred unilaterally throughout schools across the state, and one of the biggest challenges facing BLS today is the matter of re-configuring our school's schedule in order to conform to these standards. One of the ways in which we must do this is to conform to the mandate issued by the Massachusetts State Board of Education, which increases the number of educational hours of instructional time from 770 hours per year to 990 hours per year, and requires that all students must receive at least 333 minutes of instructional time each day. This is the reason that the schedule was changed to what we have now. Then, to add to the dilemma, the BSC/BTU (teachers' union) has specified that teachers can work for six hours and forty minutes each day, which is 400 minutes, but they also must have 10 minutes before and 10 minutes after the school day, which in some cases may be changed to 5 minutes before, and 15 minutes after, or any other combination which would come out to twenty minutes. Then, to complicate matters even more, we need to have ample time for the science department to have their labs, the music department to schedule its classes, and A.P. classes for instruction need more time... there is just not enough time in the day to have this all work.

The problem is that in many cases, the present schedule is not fully functional, in that the time allotted for filing time clearly is not enough to move 2,500 students through the halls, no matter how hallowed they may be.

One of the first proposals put forth was to return to having four minutes between classes, with five between R2 and R3 in order to have logistics that would succeed. It would elongate the day to 2:15, provide for 333 minutes, and would retain the hour-long first period, but would have no time for teachers at the end of the day.

The schedule that is currently being proposed would cut the homeroom period to six minutes, have three minutes between classes, with five minutes between R2 and R3 for locker visitation. The hour-long first period would be retained; all other classes would be 45 minutes long, with twenty-minute lunches, but without filing time between R5B and second lunch. Students would be dismissed at 2:05 and teachers at 2:10.

This new proposal is to be voted on by the teacher's union on Thursday, November 6, and if passed will be implemented in November; if not, everyone will go back to the drawing board. In addition, there will probably be another schedule next year because the Headmaster will be attending a City Task Force, which will discuss block rescheduling on a citywide scale this January. Look for upcoming *Argo* issues in which we will bring you a comprehensive report on how other schools in the state are dealing with the mandate, and how we can learn from them.



# Do Something

By Adrienne Campbell-Holt, I  
Contributing Writer

Arc you looking for a club that is fun, rewarding, AND gets you out of the building after school?

Following the precedent of the Do Something organization, and in the spirit of getting involved, DoubleTake is a new club at Boston Latin, bridging the worlds of community service and art. The focus is on getting out there and beautifying neighborhoods (cleaning parks, painting murals, etc.), as well as working with pre-established organizations that need the man-power of groups like this. Many schools operating without arts curriculum funding run after school programs where kids get to work with a variety of media (including the performing arts), in projects fitting themes which we would create and oversee. We plan to visit nursing homes and get residents involved in something fun and long-lasting, or simply talk, or read stories, or...

The goal is to build relationships not only with organizations, but also with people. Actual meetings of the club are minimal (weekly in school), with the focus on service excursions, which anyone can sign up for. Events will be posted in 024. Leaders from a

corps group of particularly committed students will be trained to deal with a variety of issues, and ideally, the club will work with other active groups at school, such as GSA, or Generations.

Additional supervision outside of school (when necessary) is to be provided by parents, hopefully as enthusiastic about the experience as the students. The excellent Mr. Aversa serves as the faculty advisor.

I feel fully qualified to found the club, as I have been in a myriad of expeditionary learning experiences, and have volunteered in all sorts of situations. I have worked with team leadership initiatives, and I have conducted neighborhood surveys and logic studies. I have served as a consultant to schools before, have a wide variety of musical, dance, theater, and artistic training, and most importantly, am wholly dedicated to the idea.

In regard to funding: we will be applying for a grant from DoSomething in November, which would cover spring expenses, and we plan to employ a creative range of fundraising tactics. I imagine and sincerely hope all will discover the compassionate spirit that this program has the potential to inspire.

Come Thursdays to 024 and join the festivities.

## Showcase Your Culture

By Sarah Carter, I  
Forum Editor

Even though March 1998 seems as though it will never come, the second Annual BLS International Showcase is closer than you think. During the next four months preparations for the Showcase will entail exactly what preparations for any full stage show and fair would: auditioning of groups, building of sets, organizing acts, selling tickets and advertising, but with one important addition-the goal of International Showcase isn't just to entertain. The goal of International Showcase is to display as much of the world as possible through our diverse Latin school community.

The diversity of our school is one of its best parts and I.S. is designed to celebrate that diversity. MY classmates at BLS have taught me more about their cultures than I ever dreamed I could learn in the five years I have spent with them. I have learned how to say, "Where's the bathroom?" in Arabic; I have been taught how to don a sari correctly; I can allude to the difference between Arutrians and Ethiopians; know how to say (or at least who to ask about)

long Russian names; I have a standing invitation to learn Chinese chess and much more that cannot be put into words. Everyone has something both to learn and share of cultural merit and the International Showcase is the place to do it. The Showcase is a means of learning about just how much there is out there to discover.

All types of cultural acts are welcome t audition for the Showcase. There acts can be part of a cultural club, or independent acts. Auditions will be held the week of December first through fifth. In addition to acts, cultural booths are also needed; see me, Sarah Carter, 115, or Mari-Jose Bahnam, 114, for a registration form by December 12. Remember, International Showcase is a chance for all cultures to be represented. Make sure your culture is there! If you do not want to have an act or a booth, ushers, stage crew, parades for the opening ceremony and anyone who has an interest in organizing future International Showcases, are always welcome. The next general staff meeting is Tuesday, November eighteen. Help us recognize what it means to be a part of BLS' global community.

## Key Club

By Paul Stankus, III  
Contributing Writer

No, the Key Club does not make keys. It is actually a club of concerned students who want to find the key to a better world, one where people help one another without a second thought. The Key Club members feel a need to make the lives of those around them better, whether it be through organizing Red Cross blood drives or donating time to the City Year Serve-A-Thon.

During the meetings, rotating between Mondays and Tuesdays, (see Ms. Chi in room 210 for more details) members exchange ideas on what can be done in the school and around the city to help those in need. The Boston Latin School Key Club Team participated in the City Year Serve-A-Thon, beautifying the Crittenton Hastings House in Brighton, which houses and counsels unwed mothers.

Members of the Key Club will also be holding a blood drive for the upperclassmen (those interested contact Charles Arris, room 114). The number of people in the Boston area alone who need blood transplants is mind-boggling, so this is your chance to give a little of something that you have plenty of.

Many other events will be happening later this year, so if any of you have any ideas for the club, or just want to stop by to see what goes on, you are welcome to come to room 210, on every other Monday and Tuesday.

# Are you one of those people who can't shut up?

## Then join Boston Latin Forensics.

For information on:

- Debate, contact Andrea Haney in 117
- Mock Trial, contact Andrea
- Model UN, contact Charlotte Hillery in 118

## Public Declamation

By Kristin Purdy, II  
Editorial Board Associate

Continuing in the tradition of excellence at Boston Latin, the 1997-1998 season of Public Declamation will officially open in the presence of our beloved sixies on November 4. Both new and familiar faces will grace the stage in their pursuit of the interpretation of timeless literature, demonstrating strong talent in both the upper-class division of seniors and juniors, and the equally-gifted (and perhaps more courageous) younger members of the student body.

Led by senior veterans Julia Ramey, Melissa McClinton, and Candace Lee, the declaimers demonstrate a balance of clarity, interpretation, diversity, and, most importantly, volume. An enormous amount of experienced competitors within the junior class, including Ingrid Liff, Graciela Mohamedi, Mike Pastore, Kristin Purdy, and Jong Tomme have been joined by rookie Jane Gurfinkel, assuring continued excellence in this timeless activity. Younger competitors demonstrating confidence and pure bravery include Ronaldo Rauseo-Ricupero, Olivia Liff, and Emily Grigg-Saito. Expect selections ranging from Plato to Dr. Faust to an essay describing the differences between neat and sloppy people and rationalizing the behavior of the latter.

Faculty advisor Paul Salterio

(who, as head of the classics department, is also a fabulous AP Latin teacher) is always seeking out brave (or pretentious or loud or dramatically insane) students willing to expose their artistic creativity upon the stage. Other necessary requirements include the ability to remember long, literary pieces under extreme pressure (what could be more intimidating than standing, a solitary figure, on the stage in front of an entire class?), well-developed vocal chords, total self-confidence, an eye for quality literature, and a talent for creating elaborate hand gestures. (Come to think of it, why do I do this?!) However, despite the assured tension felt by declaimers, the thrill of completing a piece, in full view of an awe-inspired audience (well, maybe not awe-inspired) is an emotion words simply cannot describe.

Procedures for Public Declamation include a preliminary competition approximately two weeks prior to the final competition itself, judged by Ms. McCourt and Ms. Shevlin. Pieces must pass the inspection of our great leader, Mr. Salterio, all declaimers must have a coach, and must attend two practice sessions in the auditorium. Seemingly harsh rules, indeed; however, they provide a necessary assurance. After all this, forgetting one's piece is nearly impossible. Public Declamations are generally held every two months; watch the bulletin if you wish to be a part of this wonderful tradition.

## Celebrating Latino Culture at BLS

By Ivette Argueta, I  
Contributing Writer

October is the month in which the Latino Culture is celebrated. During this month people organize cultural events and share their customs and traditions with people of different origins. The events include art displays, food, and performances from different parts of Latin America.

Here at BLS, the Hispanic Cultural Club and the Talented and Gifted Club (TAG) unite and organize a cultural event which is going to take place on November 21 at 6:00 p.m. At this event, modern and folklore dances will be performed and there will be singing, drama, and declamation. Dances from Honduras, Mexico, Puerto Rico, the Dominican Republic and Peru will be performed. This event is called the "Ritno Latino."

After the show, which takes place in the auditorium, everyone will go downstairs to the cafeteria, where "Sabor Latino" takes place. This is a pot luck dinner, where everyone brings a traditional dish from their country. Everyone is welcomed at the event! See you there!



# What's the Deal With Early Sign-Out?

By Dan Fran Stan Moran, I  
Contributing Writer

What's going on, BLS? This is Dan Moran, the senior class V.P., here to bless the *Argo* with some of my insightful words. A "Deep Thoughts with Dan Moran" sort of thing; you know the deal. I don't know what these people were thinking when they suggested I write an article for them - perhaps they were hoping my writing would be as good as my speeches. They're in for a real treat.

All kidding aside though, I am here for an important reason. Last year, the Headmaster introduced a very interesting idea to the class of 1998. He proposed that a system would be devised where any time volunteered to the school by seniors could be counted against the date for senior sign out. I had a tough time trying to word that correctly. I still don't think I got it right; it's quite complex. I'll try and clear it up for you. Here's a scenario. If I tutored another student for an hour every day for six days, I would be able to sign out a day before the scheduled sign out date on June. You give an hour now, you take one back come the end of the year. That's the basic premise. Sounds like a pretty sweet set-up, doesn't it? Well, maybe. As of right now, the whole thing seems a little vague.

Don't get me wrong, I think it's

a good idea. It's just that questions linger. Like, will my picture be next to this article? Will I get credit for it, or will it just say "Rueters" where my name ought to be? What would Mr. Casey look like in a chicken suit? Seriously though, I have a mess of inquiries and there are no answers on the horizon.

The first thing that makes me nervous about this early sign out plan is the concept of "volunteer time." I mean, it's not very specific. The term could cover everything from holding a class office to playing a sport, although I have a funny feeling neither of those are going to count. I'm guessing that the administration will compose some sort of criteria under which certain activities will be considered "volunteer time." It should include activities that are accessible to everyone in the senior class, but who's to say that everything that should happen will? So far the only thing that I'm sure will count is tutoring, which I mentioned earlier. I'm praying it doesn't stay that way. Most of us probably can't afford to tutor - we need more help than we can give. And we really don't have all that much time either. You'd be amazed how time-consuming a few AP's, some extracurricular activities, a part-time job, and varsity sports are. In any event, no one is volunteering any time to explain anything to us.

And when, exactly, are we go-

ing to be expected to do this stuff? During school or after? Or will it be on weekends? How about on Canadian holidays? During studies would be nice, and it would make sense, probably too much sense. More than likely it will have to be after school. I already have to be in seven different places at once just about every day at 2:00. Eight would screw up the whole works. I'm sure I'm not alone on this sentiment. And the day that school interferes with my weekend? That's a sign that the apocalypse is upon us. Someone has to tell me something soon. I don't want to be scrubbing the floors in room 121 after school someday only to discover that "floor washing" only counts as volunteer work for the school on Canadian Thanksgiving.

Another thing I absolutely want to know is who's going to be running the show. I want to be certain that someone competent is keeping track of the system. Who does what, where and for how long has to be recorded carefully. We want to avoid any confusion as to who signs out and when. If I tutor a sixie in Latin, I want to be long gone way before his final exam comes. And, what's the scale going to be? Earlier I said that one hour was going to count as just that: one hour; this was the original proposition set forth by Mr. Contompasis. So, there being approximately six hours in a school day, if I had given thirty hours to the

school by the end of the year, I would sign out five days early. However, in speaking with Ms. Kelley recently, I heard that an hour may be counted as an entire day. Would this mean I could sign out a whole month early? I have more questions. Will there be any sort of qualifications, like a certain grade point average or something, in order to be eligible? Are there any restrictions on how early we can sign out? Do we, the students, have any say in how the system will be implemented? Will there be equal volunteer time available for everyone? Is Mr. Binkoski really Jerry Garcia in disguise?

All these uncertainties must be taken care of before anyone institutes any sort of plan. I don't want to be caught jumping into the deep end if I can't swim. Sure, signing out early is an excellent concept, and I'm thankful that the effort is being made to help the senior class out, but sometimes it's nice to know what you're getting yourself into. It's difficult to have positive feelings about something when you're being kept in the dark all the time. The class of 1998 isn't made up of a bunch of goats - we're not going to eat everything you throw at us. All I'm asking for is a couple of simple answers to a couple of simple questions. I'm all for an early sign out, if it's done correctly.

## College Fair

By Alexis Minichino, I  
Contributing Writer

On October 9, the 12th Annual College Fair was held at BLS. Over 120 colleges were present. Part of the reason why the College Fair provides such a great opportunity to the students is the diversity of the colleges. You can go from RCC (Roxbury Community College) in 028 to MIT (the Massachusetts Institute of Technology) in the cafeteria in less than a minute. (We can now walk at hyper speed thanks to the new 3 minute schedule.) At each school's station, you can pick up information about the college, sign up to be on its mailing list, talk to the representatives, and in some cases walk away with an application. The representatives are there to answer any questions you have, even if it's about the bathrooms in the dorms. Just remember, they're here to help you.

There is also the Higher Education Information Center in the auditorium. I didn't have time to visit it this year, but last year I went. My advice for you is to send your parents there while you visit some colleges with your friends.

There were a few minor problems with the Fair, namely the lack of space (seventy colleges in the cafeteria) and the absence of certain schools. A few schools scheduled to attend didn't make it. Others just showed up unannounced.

All in all, the Fair was a success. Many juniors and seniors attended, plus a bunch of people I've never seen before. My advice to juniors is to plan ahead. Visit colleges and get a good idea of where you are going and how (\$\$\$) you are getting there. You are getting there before senior year. BLS holds the College Fair every year for a reason, so don't wait until December to know why.

## Senior Reminders

By Erica Hanson, I  
Staff Writer

As the school year approached this past August, I realized . . . I am a senior. I have to work hard this year, so I can get into a good school, but then I have to do all those applications, with essays, recommendations, and score better on the SAT I and SAT II tests, because this decision is pivotal to the rest of my life. Where I apply determines where I get in, then where I go, which decides my major, thus my career, and the rest of my life. So how do I take all this in without becoming over-stressed? How am I going to pay for everything? First, take a deep breath. Now panic.

According to the *Timeline for the College Application Process*, distributed by guidance, there are four major date groupings for applying to college for regular decision. Group one for September: you were supposed to have researched your colleges, visited, looked at catalogues, asked questions about your list of schools, sent away for applications, filled out and registered for the CSS/Financial Aid Profile, signed up for SAT I and SAT II, updated your student file with recent accomplishments and activities, and checked your transcript for accuracy.

For the month of October: you should have gone to the College Fair on the 9th from 6:30 to 9:00 p.m., received catalogues and applications, begun to fill out applications, and handed out teacher recommendation forms with stamped and addressed envelopes.

During the months of November and December: you should bring the secondary school and mid-year report forms in your application packet to your guidance counselor, complete applica-

tions, keeping a copy for your records, begin to mail out applications, complete requests for transcripts, and have all applications completed and ready to mail before Winter Break.

In January and February: you have to fill out the FAFSA (Federal Financial Aid Form) and send it as soon as possible. Mid-year rank and grades will be sent to colleges at this time too. All this seems too much when you see it jumbled together, but if you take it month by month you should be okay.

Applying early has an entirely different timeline, not provided by guidance, where the application, recommendations, and transcript must all be completed before the beginning of November. Depending on the college, their early application deadline may be November 1 or later. When applying early, one has to research his college's early admission policy. Is it Early Action or Early Decision?

There is a serious distinction between the two; for Early Action, the acceptance to the college is not binding by law. You can apply to other colleges for regular decision as well, no matter if you are accepted, deferred, or rejected. On the other hand, Early Decision is binding. You are saying when you apply, that this school is your first and only choice. You are not permitted to apply anywhere else by law if you are accepted, but you can apply elsewhere if you are deferred or rejected.

You know you have to apply to college and stuff, but how are you going to pay for everything senior year? You need to pay for your yearbook deposit, yearbook pictures, application fees, the non-school sponsored senior trip, the prom, more yearbook money, fund-rais-

ers, the cap and gown, and anything and everything that necessitates money during senior year. How?! What about those of us who have to pay for everything ourselves? It is entirely understandable if you cannot afford the yearbook pictures, the class ring, the class trip, or all the application fees. Guidance has fee waivers for both the SAT tests and college applications, if you are eligible.

Fund-raisers, like the coupon books, magazine drive, and Sally Foster gift wrap, are not just cheesy little school money makers: they are modes of making our senior year less expensive. If you sell your grandma some wrapping paper, your uncle a couple of magazine subscriptions, and buy the coupon book yourself, you can help shave considerable amounts off the cost of the prom and the yearbook. If you participate you can benefit. Last year's senior class did not raise very much money, and they had an expensive yearbook, and no food at their prom.

On top of all the college applications and the money you have to part with, there is still school. In order to bring up that class rank you should concentrate on all your subjects. AP tests are months and months away, but will only count towards college credit if you get a 4 or a 5, so you have to work that much harder. Do not forget to release those scores for the SAT I and II, you score choice people, because they will not be sent automatically. Some of you have decided not to take the SAT II's, which is a bad decision on your part, because many schools require at least the Writing, if not two other tests.

Good luck and have a great year! Sorry to give you a stress headache!



# Money Talks . . . and Walks

By Vivian Lam, I  
Copy Editor

Senior expenses. We all know what that means. Come senior year, expect to be poor. Flat broke. As in, NO MONEY WHATSOEVER. And for all those seniors out there who are lucky enough to have even one dollar in their pockets: keep it, and don't blow it on clothes or food or music. The main idea for all seniors to keep in mind this year is to SAVE.

According to Mr. Keitt, senior advisor extraordinaire, the total cost for an average senior year is \$22,000. This exorbitant amount is the culmination of our Senior Prom, Prize Night, and the day none of us can wait for - Graduation! Fortunately for us, the school pays for Prize Night and our Graduation, excluding senior T-shirts and our caps and gowns. Unfortunately, the cost of holding a prom is left to us, which includes hiring a deejay, renting a hotel, buying favors, and decorating the ballroom. To start off our senior year, the class of 1998 is already in debt: we owe Boston Latin and Mr. Contompasis \$2,850.

How much does it cost to be a senior? Considering the fact that we have no senior privileges at all, I think we should have a discounted senior year for having such a crazy year. Not only do we have a messed-up schedule and stressed-out lives, but everyone still expects us to shell out close to a thousand dollars for the privilege of being a senior. Where are all the privileges of being a senior if we are treated just like the sixies and freshmen? When I was a sixie, I remember looking up to seniors who had senior lounge, who were allowed to leave early if they had a study, and even got

to leave school in May. Incredible, isn't it? We must be in the Twilight Zone now. But since we're here, I might as well tell you approximately how much you will have to pay for various senior expenses.

First and foremost: all of us will be applying to colleges these first few months of school. The cost of just applying to schools is absolutely ridiculous. Assuming that the average senior is applying to 6-8 colleges, application fees can add up to \$300-\$400! Of course, I am not including the chance that you might be lucky enough to obtain fee waivers from Guidance (see Ms. Hawkins) or any other outside source. Fee waivers can knock a considerable amount of money off your senior debt, so make sure you look into this avenue of aid. One important note: in order to use fee waivers from the College Board, you must have used an SAT I or SAT II waiver first. In addition to applying to colleges, you must register with CSS to file a PROFILE form, which will help you file for financial aid with most colleges. It costs \$15 per school, in addition to a \$6 registration fee. If you are applying to 6-8 schools, it will cost you from \$96-126 just to apply for financial aid. I find it incredibly ironic that you must pay almost a hundred bucks to inform colleges that you are in desperate need of financial aid. You will also have to file a FAFSA, or Free Application for Federal Student Aid, but luckily for all of us, it actually is a free service.

More expenses that accompany applying to colleges are the fees that you must hand over for standardized testing; namely, your SAT I and SAT II tests. It costs \$22.50 to take your SAT I's and \$18-35 to take your SAT II's, depending on the

number and subjects of the SAT II tests you want to take. Most students take each of these tests more than once, and the fees listed here do not include the \$15 late fee that many of us have had to fork over for registering past the regular deadline.

If you're going to the senior prom, it will cost \$65 per couple. And that's without food. Whatever you spend, buying a dress, shoes, a corsage or boutonniere, renting a tux, getting your hair/nails done, and providing transportation isn't even included. Prom pictures can cost you from \$30-70 depending on the package you order, and each group picture at the prom is \$5.

Besides the prom, you can get your class pictures taken for the Yearbook. Class pictures can get very, very expensive, but don't forget, they are optional. However, there is one catch—if you don't get your pictures taken by Finelight, you can't get your picture in the Yearbook. Prices range from \$80-300, depending on the package and number of pictures you order. Your yearbook itself should cost about \$50, a "ballpark figure," according to Mr. Casey, the Yearbook advisor. Most, if not all, of us have already paid the \$30 deposit. The Yearbook is also an optional expenditure. If you absolutely do not want to have your picture taken at Finelight and do not want a Yearbook, all you have to do is inform Mr. Casey or Sarah Carter in room 115.

Every senior must buy a cap and gown, which costs \$15. Who wouldn't want that little cap adornment with the great numbers "98" hanging from it? You can also buy a senior T-shirt for \$10 that will have every senior's name on the back. If you want a class ring, it will cost you from \$100 and up, depending on the type of metal

you want, the style, and the cut of the stone.

Finally, the only other expense we have left is the cost of all our AP exams. These tests will take a big bite out of all our pockets, but if you do well on them, they will save you a bundle in college. Each exam costs \$77, and most seniors take at least one.

How can we reduce the skyrocketing cost of senior year? Now is the time to start fundraising, if you haven't started already. You can sell candy through Mr. Keitt. This is done on an individual basis: you have your own account with him. An important note: All seniors must have their senior sign-out cards signed by Mr. Keitt before they can finally leave this place, so if your senior bill is not paid in full, he WILL NOT sign you out. Another way you can fundraise is by selling Gold C books. Mr. Flynn has agreed that if you sell 15 Gold C books, you can get a free Yearbook. If you sell 30 Gold C books, you can get a free yearbook AND a free prom (2 tickets). In order to get credit for whatever you sell, you must talk to Mr. Flynn.

If you totaled up all the senior expenses for one person based on: application fees (\$300), PROFILE registration (\$96), SAT I and SAT II's (\$100), senior prom (\$65), prom pictures (\$50), yearbook pictures (\$150), Yearbook (\$50), cap and gown (\$15), senior T-shirt (\$10), class ring (\$200), and AP exams (\$154), the total cost to be a senior would be \$1190. This total should vary from person to person, depending on what you want for your senior year, how many colleges you are applying to, the number of tests you plan to take, and whether or not you take advantage of fee waivers and/or school-sponsored fundraising.

## Congratulations and Complaints

By Sarah Fitzpatrick, I  
Staff Writer

There is something I would like to say to the Class of 1998 (notice the capitals). Number one: CONGRATULATIONS!! You have made it through nearly four or six years of hard work, annoying teachers, and incredible competition.

We are pretty damn special, yes, we are the class of 1998...I don't think I need to tell you why, but here are a few reminders:

We have lasted this long without mental damage.

We are known by teachers as a most intelligent and competitive class.

UM...EXCUSE ME...we have no privileges when it comes to being seniors, and well, you have to be pretty special not to tear somebody's head off for that.

Here is the main reason. Look!!!

Moving on to what I really have to say: there are some things that I feel are important to the senior class, or rather should be important to us and these issues should be addressed:

1) Senior lounge: OK, listen, maybe we are mentioning this too much, but as people with too many things going on, we have to be with our classmates to recuperate from daily annoyances. Fine! Don't name it senior lounge!!! Name it something else; where there is a will, there is a way.

2) Announcements: Let me break this down. There is not enough time for seeing guidance counselors, going to the

library, college essays, teacher recommendations and reading the announcements!!! There are more things to do in the morning than any other time of day. There needs to be some system developed where it is easier to find out what is going on. Important things like prom dates, application deadlines, financial aid deadlines, class ring deadlines and yearbook deposit deadlines should not be learned about the day before! The other classes also need to know what's going on... like the fact that there is no pool on the fourth floor (someone actually asked me that).

3) Library: There is something I am having a slight problem with. Last time I checked, we were all students. Last time I checked, as students, we were given papers and research to do which all required the use of the library. Why then are teachers (who have already graduated) reserving our library for five to six periods a day?!!! I remember when I was a sixie, my English teacher would take us to the library and have the librarian show us where everything was. I also recall that I was sleeping at the time along with the rest of my classmates. That's all wonderful and educational, but is it necessary? There are three librarians up there now so if you have a question, ask. We are all intelligent people and we can use our eyes to look. The librarians are very nice and are willing to help. The library isn't so big that you can't find anything. (I've seen kitchens bigger.) If you look, you'll find it. The whole day should be available for everyone, not for just a select few.

4) School spirit: What school spirit? Some of you may not know, but the BLS football team won a game! Yes, against Weymouth. It's only been televised hundreds of times on channel 21. School support is really important when it comes to the sports teams and clubs. Sometimes it is the deciding factor in whether or not we win. So even though all of us are busy, we should make some time to go see the games and meets.

5) Class Rings: I'm sorry, but I feel it is my duty to the other classes to say something about the class rings. Don't get them. At least not from here. Some of the seniors who have already ordered theirs and have had them for a year or so are complaining. I can see why, too. The ink, or whatever it is that makes the black lettering on the sides of the rings, rubs off. After three weeks someone else's ring had bent out of shape. Along with the fact that all the styles are pretty bad looking, and the outrageous prices, I really don't see the good in wasting \$200. That \$200 can go to something else, like your prom or whatever else you need money for. There are places that will make your ring for you outside of school for cheaper. Give them the information and the monogram, and they'll do it.

6) Senior Officers: An idea has been brought to my attention that is worth notice. An assembly should be arranged each month for the senior class to get together and talk about what needs to be done. Important issues to each person should be able to be brought up and discussed. This will allow for more unity and awareness as

to what is going on. Officers will be able to ask their questions and make their announcements without running from homeroom to homeroom yelling and praying that the bell won't ring. This plan should be kept for all future classes too.

7) Graduation: Let's make it memorable. Each senior should give input to how they want their graduation to be. This is our last day of high school and many of us will be leaving, never to be seen again. Let's make it the best graduation this school has ever seen.

8) Yearbook: Suggestions for the yearbook's setup need to be brought to the yearbook committee's attention. We are going to be paying a lot of money for this book, so it had better be good.

9) Caps and Gowns: They cost \$15 and to get more information see Mr. Keitt.

10) Senior Expenses: On a personal note: I don't know about the rest of you, but I would like to know what I am going to need money for in the future. For more details on the exorbitant amount of money needed, see the article by Vivian Lam.

In conclusion, this year is a big year for us seniors and we need to make the most of it. If we don't, not only will we hurt ourselves, but it will also hurt those who follow us. I don't recall the previous senior classes doing anything special for the school or leaving any memorable experiences. We should be the first class to make a difference and leave our mark here.



# Forum

## Backing Bilingual Ed

By *Drudys Nicolas, III*  
Contributing Writer

In the last issue of the *Argo*, there was one article that really caught my eye, "Bilingual Education: Bi-Polar Views." That article insulted and really put down bilingual education. Thus I felt obligated to respond due to my respect for the bilingual program.

The law passed in the early 1970's opened up many doors for foreign-language speaking students residing in America. The reasoning was and still is to help students of other cultures become acquainted and familiar with English as a second language and advance in other subjects as well. However, DeAraujo of class II stated that most of the bilingual students do not learn English. From personal experience, I can openly say his statement is false. A vast majority learn English and use it when needed, for example in school. At home, bilingual parents speak in their native tongue to their children. Many of these children are not exposed to English on a regular basis. I, on the other hand, do agree that many of these students exceed the limit of years allowed in bilingual education, but what people do not realize is that it is very hard to make that transition from a bilingual classroom to a monolingual classroom. The bilingual students understand that a change has to be made, but it is very difficult.

Another comment that was made is that the real point of the program is not being achieved. If the real point is only to learn English, then a class for that and only that would have been established. The main goal is to make sure the students advance academically and are able to understand and express themselves in English.

In the public school system, there is a lot of diversity and also a lot of segregation. Why DeAraujo's article singled out bilingual students, I don't know, but what I do know is that bilingual students do not choose to segregate themselves from monolingual students. Entering high school, many kids already have a group they associate with. Being bilingual is not what segregates the students; different backgrounds, neighborhoods, and lifestyles segregate students. Not "mixing" with American kids decreases your chance of being part of society; a society is diverse and Americans are not the only

ones that make up society.

Living in America, American culture is thrown at you daily, and even if one had little knowledge of English, his knowledge of culture would not be so little. On the contrary, there are many bilingual students who did not receive a bilingual education and who still do not associate with American students.

The government's input on bilingual education has been very positive. Contradicting DeAraujo's idea that, "it is the family's job to instill culture and tradition into its children, not the government's," I believe the government has to play a major role in other cultures and traditions; otherwise the government will not understand its country. Not only does the government have to play a major role, it has volunteered itself to play a major role by introducing the foreign-language curriculum in our public schools. If the government did not want to spend so much money on useless education for bilingual students, then they would use that same money-saving device and eliminate all those useless foreign languages being taught at all schools. The government should use that money to enrich the one and only language we really use and need to know about.

The state needs not to abolish the current system, but to perfect it by adding more hours of English speaking in the classrooms, and more importantly encourage bilingual students by not putting them down with articles such as "Bilingual Education: Bi-Polar Views" that say all their effort was and is a waste of American money.

I'm a living example of bilingual education success. This is my eighth academic year in the United States. Three of those years I was enrolled in a bilingual education program. There I learned how to speak English and how to appreciate American culture. I excelled academically to the point where I was placed in a Bilingual Advanced Placement class. After three years of wonderful bilingual education, I got accepted to the most prestigious school in America. Presently, I am successfully working through my sophomore year at Boston Latin School and I owe all my thanks to the wonderful bilingual education I received, and to the Boston community for encouraging it. Bilingual education definitely has not failed.

## The Real Deal

By *Officers of TAG*  
Contributing Writers

As the officers of the Talented and Gifted Hispanic Student Program (TAG), we feel the need to address some of the issues raised in the article "Bilingual Education: Bi-Polar Views," which appeared in the last edition of the *Argo*. We feel that many of the points raised in that article are due to commonly held misconceptions regarding bilingual education. Many of the members of TAG have first hand knowledge of bilingual education: some of us have gone through bilingual education programs, some of us have family members who are in or who have graduated from bilingual education programs, and some of us have family members who teach in bilingual education programs. We have researched the topic of bilingual education, we've talked to the head of the Bilingual Department of the Boston Public Schools, Mr. Jim O'Connor, and we've had a guest speaker on the topic. Our point in responding to "Bilingual Education: Bi-Polar Views" is not to attack the author, rather, we would like to clarify the facts regarding bilingual education.

The article "Bilingual Education: Bi-Polar Views" attacks bilingual education as keeping students from learning English and being too costly. The belief that students who enter bilingual education programs do not learn English is completely false. The National Academy of Sciences (NAS), one of the most prestigious and well-respected research bodies in the US, affirmed through their studies that limited English proficient (LEP) students in bilingual education programs made greater academic gains than students who received all instruction in English. This becomes evident each June, when Boston Public High Schools choose their valedictorians. The majority of such valedictorians are from non-English speaking backgrounds. Many of them are recent arrivals to the US, who have gone through bilingual education programs.

Part of the problem with some of the conclusions drawn from the article "Bilingual Education: Bi-Polar Views" is a misconception about the bilingual education program. Students in bilingual education programs are not "segregated" from the rest of the student population.

On the contrary, bilingual students are integrated with the entire student population during their gym, music, and art classes. Bilingual students have separate intensive English classes and major subject classes in their native language. The idea is that students should not fall behind academically as they learn English. As the students' comprehension of English grows, they are placed into mainstream English classes. The alternative to bilingual education, immersion, would place non-English speaking students in English speaking classes. While some students would learn the language, others would end up feeling more isolated and would fall behind academically. This would result in a much higher dropout rate, because students would feel it was pointless to stay in school if they were not learning anything.

Criticism has been made regarding the amount of time students remain in the bilingual program. The reason why some students stay in bilingual education classes so long is because they arrive in the United States able to speak their native language, but they lack a strong foundation in it. In order for a student to learn how to read and write in English, they must have a base from which such knowledge is built. The student must learn to read and write properly in his own native language before he can learn to read and write in other languages. Research shows that the longer a student is provided a sound curriculum in his native language, the more success he will have in English. It is actually detrimental to rush students into English before they have the proper framework for understanding it.

The author of "Bilingual Education: Bi-Polar Views" also makes the claim that it is the family's job to instill culture in children, not the government's. This overlooks the large role of schools to impart cultural values and traditions through their curriculum. The debate as to whether bilingual education is effective or not is a result of society's confusion about immigration and its disappointment with public education in general. Being bilingual in this country is an advantage, therefore instead of finding all the faults in bilingual education, and making budget cuts, it is time to find the virtues and merits of the program and work from there.

## Thoughts on the Death Penalty

By *Kristin Purdy, II*  
Editorial Board Associate

On October 1, 1997, ten-year old Jeffrey Curley was allegedly abducted from his Cambridge home. He was raped and suffocated with a gasoline-drenched rag for refusing to engage in sexual acts with two men, who then crushed his eighty-five pound body. He was then murdered, sodomized yet again, and thrown into Maine's Great Works Lake.

Hey, no problem here!

As a result of this act, Massachusetts' law makers have yet again begun considerations involving the legalization of the death penalty. At press time, the House of Representatives passed a bill enacting the death penalty, 81-79. I, for one, am outraged that the measure is even being considered in this great state of ours. The death penalty?! In Massachusetts?! Why, no! Certainly in this case it wouldn't be warranted. Any decent individual would know that!

After the "alleged murder," (And need we call it a "murder?") Surely in this politically correct age of ours, we can

apply a more sensitive term to the act, perhaps "an untimely death brought about by morally-challenged means." Yes, that's it!) the two upstanding citizens, twenty-one-year-old Salvatore Sicari and twenty-two-year-old Charles Jaynes, who have been so heinously and unjustly accused of the crime, "allegedly" drove the boy's body to Maine in order to put it to rest. How nice of them. According to police reports, Jaynes apparently slept the entire way, leading to the ensuing difficulty in recovering the boy's body. Now, death penalty advocates would claim that this nap was due to Jaynes' lack of concern about his actions a few hours earlier. Not so! One cannot blame Jaynes for his period of rest! Anyone who has dealt with young children is fully aware of just how difficult they can be when forced to do something that they simply do not want to do, like doing homework, or cleaning their rooms, doing the dishes, or submitting to rape, taking a bath, or brushing their teeth. . .

Hey, no problem here!

I simply cannot believe that there is talk of putting these two young gentlemen to death. If anything, they should be

commended for their deeds. Let's look at them, shall we?

1. The two men offered young Jeffrey a bicycle. And how was their kindness met? With a struggle from the boy, and a refusal to obey their elders, damn it! What is this world coming to? Where are the moralistic values so necessary for a decent society?!

2. I, for one, simply adore Maine, and the choice of Jeffrey's burial site was a beautiful one. Not only were our "alleged" murderers so considerate on their choice of a burial place, but in an effort to preserve its natural charm, they left young Jeffrey's body in a container filled with cement and a substance that would assure his quick decomposition. How thoughtful! Their environmental concern should be lauded, not condemned!

3. It is rumored that Sicari used a condom while performing sex on the boy. Good for him! It's nice to see that some people are practicing safe sex in these days of AIDS and other dangerous STDs. In fact, I do believe that yet another misunderstood member of society supposedly used condoms when dealing with his

"victims." Perhaps you've heard of him? His name was Jeffrey Dahmer.

Hey, no problem here!

And you see, the death penalty in this case, or in any, is unjustifiable. Now I do suppose that Mr. Sicari and Mr. Jaynes should spend some time in jail. After all, there is some silly law claiming that the murder of an innocent person is illegal in this great nation of ours. I personally believe the law is outdated and due for some serious revisions, but, hey, what do I know about the legal aspect of our country? I'm just a stupid teenager! Anyway, the gentlemen should appease the public, and spend maybe six months in prison. And then, by all means, release them!

Yes, release them into society! And maybe they'll "befriend" another boy just like Jeffrey. Maybe that boy will be the kid next door, the son of a co-worker, maybe a favorite nephew, or even your own child. Yes, please, release them. Allow them to kidnap, beat, crush, molest, suffocate, sodomize, murder, and destroy all over again.

Hey, no problem here!



## 'M' Et 'I'

## Semi Justice?

By Ian Marlier, I  
Layout Editor

Wandering down the hall the other day with Ronaldo Rauseo-Ricupero, we came upon a number of members of the junior class, who proceeded to tell Ronaldo, in no uncertain terms, exactly what sports they would play with his head if they did not have a Junior Prom this year.

And this class is trying to convince us that it is mature enough to handle a Prom.

Ha.

Sorry, juniors.

There is no way a class which threatens a sophomore because of a harmless little *Argo* article deserves a Prom.

So now that the junior class wants to kill me, at least if Ronaldo's experience says anything, I should add that I don't think the sophomores need a Semi, either. It is not out of meanness, or because I think that the atrocious behavior of some juniors at last year's Semi proves anything about the maturity of this year's sophomores. It is because the Semi is stupid.

Boston Latin is the only school I know of which has a Sophomore Semi. Most schools have a Junior Semi-formal and a Senior Prom, an arrangement designed to give the Seniors a reward for their years of work, and to give students in the lower grades something to work toward. The Semis are usually on the school premises—in a cafeteria, gym, or other on-site location. In contrast to this, Boston Latin has a Sophomore Semi which is off-site and expensive—on the order of \$45 per couple rather than \$10-\$15.

So where is the value in the Semi? There is none. The Semi is a worthless exercise in wasting money and time. Take it from someone who had one, they are not all they're cracked up to be. Everyone spends lots of money, gets all dressed up, has a good time, or a bad time, or gets drunk and passes out and has no time at all, and in the end everyone goes home and life goes on as before.

The fact remains that the junior

*The juniors don't  
deserve a Prom . . .  
and cancel the  
juniors' Senior Prom*

class, the BLS class of 1999, has proved beyond the shadow of a doubt that they shouldn't have a prom. Even one person's misdeeds, if they are not stopped by the rest of the class, reflect on the entire class. In this case, multiple students acted in a manner which they had been told ahead of time would result in punishment of some form, and cancellation of the prom is perfectly appropriate. Hey, I say cancel the class of 1999's Senior Prom too. But I don't get to make that decision.

So here's the deal. The juniors shouldn't have a Prom. But the sophomores shouldn't have a Semi either.

Simple, isn't it?

Ian is the Junior class' current target for assassination



another class a year before. Hopefully, the sophomore class will be able to prove themselves industrious and trustworthy enough to make the powers that be see that they deserve to dance.

Matt is the Argo's Art Editor and all-around nice guy

Albert Yuen artwork

## Semi Justice

By Matthew Bennington, I  
Graphic Arts Editor

A formal dance at the end of the year is a special occasion. For many guys, it is the first time wearing a tuxedo, the first time riding in a limousine and, sometimes, the first time hearing the word, "boutonniere." I know this from personal experience. It is a wonderful, memorable, and expensive time.

Each year, the senior and junior classes have a Prom and the sophomores have a Semi-formal. Proms are a tradition that many schools share; the formal dance has become a part of modern American culture. The students in our school are lucky because we have all three dances. They are events that are looked forward to all year. Dresses, hair, gloves, shoes, tuxes, dates, limos and so much more are all part of the custom.

Along with the dance comes an amount of responsibility. The sophomore class of last year had a number of serious problems during their Semi. People showed up drunk, in possession of alcohol, distributed that alcohol and then caused several hundred dollars worth of damage to the 57 restaurant. That was wrong, it never should have happened and there should be severe consequences.

The problem arises when the administration at our school wants to take away the Semi from this year's sophomore class based on what happened last year. A prom or a Semi is a privilege that a class earns by working hard during the year and putting together the motive and the means to host the dance. It is a way for the members of a class to get together and have a fun, memorable time together before the summer months. The sophomore class of last year abused that privilege, but that has nothing to do with this year's sophomore class. If the tenth graders can work hard enough this year to put a Semi together and maintain the appropriate level of responsibility expected of any class at our school, then they deserve to have a Semi-formal dance.

On another tack, I feel that the actions of this year's junior class at last year's dance are inexcusable and deserve to be seriously examined. The school paid for damage they did, which now places the juniors in debt to the school. I think that they should not be allowed to have a Junior Prom this year. They also shouldn't be allowed to have a Senior Prom next year until their financial debt to the school is repaid, and the class as a whole shows that it can be responsible enough to be allowed such a privilege.

What happened at the Semi last year was wrong. There are obviously going to be repercussions of one type or another. The administration realizes how important a dance is and they plan to use that as a weapon in their dealing with the matter. It is unfair to deny a class a privilege because of what happened to

## A Bright and Early Start

By Julia Tutko, II  
Staff Writer

When I first came to this school as a sixie, I remember hearing others complain about the four minute filing time. But this year, it was shortened to three minutes, and school now starts fifteen minutes earlier, at 7:40 a.m.

The time change would affect the mornings of all students. All of us would have to wake up earlier. Those of us who get to school by ourselves would have to leave before dawn to be on time. We'd have to walk in the dark or catch the earlier bus or train in the dark. Those students who have the advantage of getting a ride would have to leave their houses earlier, disturbing the morning plans of

*Students who have to  
get to school by  
themselves could be  
attacked by some  
psycho-killer  
prowling the streets  
in the dark*

their parents. Teachers would also have to rush in the mornings to get to school on time. (At least traffic isn't a big problem at 5:00 A.M.)

The new schedule also brings up the issue of safety. Students who have to get to school by themselves could be attacked by some psycho-killer prowling the streets in the dark. Shouldn't the safety of students always come first?

Our health is also an issue. Sleep is an important necessity in everybody's life. We, as BLS students, are already being weighed down by homework and studying into the wee hours of the morning, and need as much sleep as we can get. Most of us are lucky if we get 7 hours of sleep at night. (We usually get an average of five or six hours.) With the new schedule, some students would have to get up half an hour, or even an hour earlier, to catch an earlier bus or train. We need sleep for our physical and mental well-being. Sleep deprivation can cause neural, biological and emotional disorders.

Starting school fifteen minutes can endanger the life of every student.



*Would you  
rather receive a  
rank or a GPA?*



- Emmett Burson, I

I would rather have a GPA. Rank automatically leaves you subject to competition with your classmates.



- Graciela Mohamedi, II

GPA—A rank makes students more competitive with each other; a GPA makes you competitive with yourself.



- Aaron McCormick, III

Rank, because colleges ask for it. This is sort of biased because I think I'll have a good rank.

picture  
not  
available

- Kevin Daniels, IV

GPA—I don't like being compared to the other people in my class.



- Robert Viragh, V

Rank—I think that GPA is less informative than a rank because a rank compares you to your own peers where a GPA is much broader.



- Analisa Smith-Perez, VI

GPA—Because I don't like to compete with other people.



# Benefits of Rank

By Kristin Purdy, II  
Editorial Board Associate

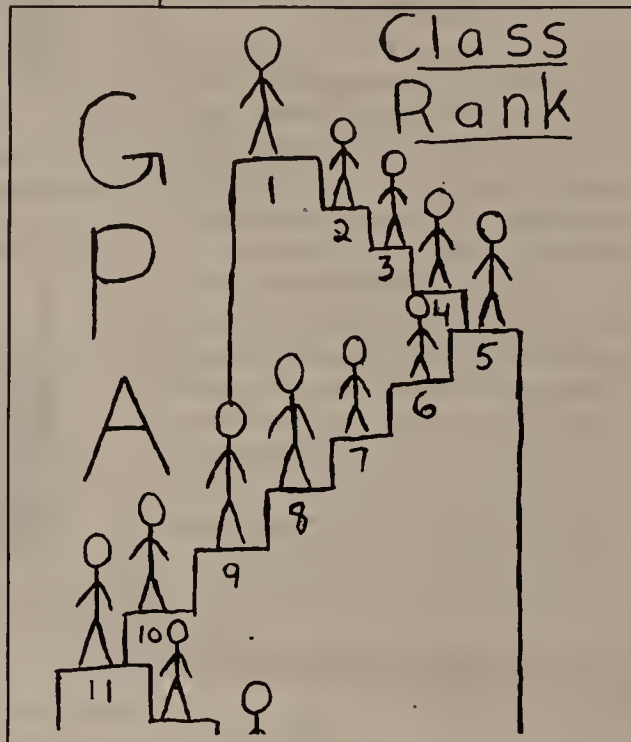
Having recently begun my junior year within these hallowed halls of Boston Latin, I have also been initiated into the controversial wonder of the almighty class rank. And the collective whining that has radiated from my fellow classmates (and, admittedly, from myself) has reached deafening proportions. The noise level of juniors has grown to such an extent ("Oh, God! I'm not ranked top ten! My life is finished!") that the BLS administration has considered abolishing the procedure in favor of pure GPA analyses of student achievement, thereby eliminating any competition among classmates.

Perhaps mine is not a popular opinion, yet a close examination of the benefits of class rank will prove that the procedure, though seemingly brutal, is actually a necessary process for the introduction into the "real world." The goal of any solid high school program is not only to form the elementary basics of reading, writing and arithmetic, but also to prepare its students for the job market. Within today's world of highly-competitive professions, each seeking only the best of the best, those not exposed to the competitive edge of class rank inevitably lose out. Boston Latin has always prided itself on its academic achievement, classical traditions, and most importantly, on its graduates, and their innumerable contributions to society. It is the curriculum of Boston Latin that has allowed such achievement on the global scale; to revise the curriculum in the form of eliminating its competitive aspects would result in both cheating and undermining the students here.

One of the most common complaints about class rank is its inability to accurately convey a student's intelligence and diligence within a classroom, due in part to the difficulty level of teachers assigned. Often class rank is thought to be based more on pure luck than on achievement. This in itself is a gross exaggeration; a student's intellectual capabilities and classroom merit are hardly diminished by difficult teachers, and indeed a student is more likely to benefit from their rigorous instructional methods than they would from an "easy" teacher. Even those teachers given the title of "unfair" present an aspect of reality to students; to use a stale cliché (sorry, Ms. Colvario), "Life is not fair."

It is necessary to state that this opinion is not coming from one whose rank is either particularly high or particularly pleasing to her owner. It comes from one who has a genuine belief that the classical tradition of the school, which has created undeniable success in the past, should not be tampered with in order to eliminate competition, to create a temporary happiness among students. Without competition, the world itself would be devoid of any such conception as happiness.

Is rank a meaningful representation of a student's academic standing in his class? Are all grades from all teachers equal? Is there no deviation, no variance in curriculum, and no difference in course difficulty? Are honors classes all the same?



What about APs and regular courses?

Do all teachers teach the same way? No; neither teachers nor the courses they teach are always the same. Identical curriculum requirements in two teachers' hands can yield entirely different classes. Homework assignments, essays, class work, reading, and exams differ from class to class. A multiple choice test administered by one teacher will not equal the measure of a student's understanding of material evaluated by an essay test

## Pro GPA

given by another teacher. Scaling is often used to keep a class average at a certain point, which poses a serious problem since very few classes are scaled. If all classes were scaled, then it would not be an additional problem.

Are all courses created equal? No; all English, math, science, language, history, honors, A.P., regular, and reachback courses are not created equal, which is why there are course factors. The difficulty of a course level is said to correspond to its course factor. An honors course is supposedly two times as difficult as a reachback course; however, within these bounds, different sections of a course are still not equal.

Are percentiles accurate representations of where a student stands in his class? No, because in a class of over 300 students, a regular approbation recipient who is a member of the National Honor Society can fall in the top 25%. Objectively, these factors do not produce a result consistent with the input. A rank of 100 is nothing to get ecstatic or entirely depressed about, because it means nothing until it is explained further. The minute point differences separating the top ten ranks is amazing, but something that is perhaps even more amazing is the overwhelming number of multiple ranks. Two number ones, two number threes—there are many pairs of people throughout the grade have the same rank, but what does that mean?

Rank means nothing unless you are number one through seven—Ms. Valedictorian and her six fellow Franklin Medal recipients. Rank cannot help or hurt a person. It will not get a person into Harvard or UMass, but grades and SAT scores will. Colleges do not care what an applicant's rank is, because it is entirely relative. A number one in a public high school is different from a number thirty at

a suburban prep school or a number one hundred at Boston Latin School. This is why many colleges emphasize the SAT score in the selection process, because they feel it to be a better indicator of a student's potential.

Rank is not a valid representation of academic standing in a class, because teachers and courses are not equal and they must not be treated as such. If all teachers taught the same material effectively, administered equivalent tests, and used the same grading methods, then rank would be valid. If rank were eliminated, there would be no way of determining a valedictorian, but there would be peace in the upper ranks of the classes. With the current system there are many problems and many complaints, but there is a number one. Is it better to have a happy student body, or a valedictorian? We may never know.

One way to replace rank is to use GPA, or grade point average. A student's grades are averaged and corresponded to a ranking on a 4-point scale, 4.0 being the highest. Most colleges request rank during the application process, but since some schools do not rank students, they give a GPA instead. Why, one may ask, do they do this? Competition. Competition is a major part of the Latin School experience; achieving that rank of 1 is the goal of many students. Some may say that the ranking system here should be replaced by GPA, simply to eliminate competition, but there are cons to this system as well. GPA can pose a problem in the college application process because a grade point average does not truly reflect a student's grades or performance in relation to his classmates. With GPA there is almost no competition, but do we want that here? Latin School students thrive and excel on competition.

## Pro Rank

By Marie Derosena, II  
Staff Writer

Most people think that ranks should be replaced by GPA because people whose ranks are low tend to get discouraged and do worse every year. In my opinion, rank is a good way of showing students how they're doing compared to their classmates. I also believe that it's a good way of manipulating students to do better every year without them knowing it. When someone finds out that they rank very high in comparison to their classmates, they become very confident, and this encourages them to do better. Those who rank very low usually try harder to rank higher next time. As Boston Latin students, we all know that we are very competitive, and that's what makes this school so successful. Most of us may not want to admit it, but we know we love a good and challenging competition. When we are ranked, we work very hard to be the top student or at least to be in the top five percent of our class. Being ranked challenges us to do better both in our studies and in our work. Can you imagine the school using GPA instead of rank? Sure, it would be an interesting change, but would we try to do our very best as we do now? Believe it or not, rank is exactly what this school needs.

If GPA was ever used instead of ranks, students would get extremely lazy because they wouldn't have anything to strive for. Needless to say, the excellency of this school would dramatically decrease. I believe ranks should always be used, because we need a good challenge, and that's exactly what it is.

## Letters to the Editor A Lesson To Be Learned

From Ronaldo Rauseo-Ricupero, III

In the last issue of the *Argo*, I wrote an article urging the administration not to cancel the Sophomore Semi-Formal Dance. That was my primary goal. In order to tell the full story, I had to explain the reason why the dance was being canceled. In doing so, I explained that the conduct of some members of the junior class at last year's Semi was the cause for the re-evaluation of the situation. The day after the article was printed, I received an overwhelming reaction from many members of the junior class, who felt that I was guilty of using sweeping generalizations in describing the occurrence. They felt that some parts of the article were unfair and described only a few members of the class.

In looking back at the article, I see now that I should have been more careful with some of my wording, and that some of it was, in fact, unfair. At the same time, I feel that now I am in the same boat as the juniors. In their case, their

whole class was condemned for the actions of some of its members, who were not part of the group's main purpose to have an enjoyable evening; because of this, people who conducted themselves properly were not acknowledged. In my case, I was condemned for a few sweeping words which were not intended to offend anyone, nor were they part of the article's main function of urging the cause. Thus the rest of the article was disregarded.

I see that both situations were the products of quick judgment. Having been judged in the same way as the juniors, I don't believe that it is beneficial to judge anyone else without putting things in perspective. I sincerely hope that the administrative team will take my experience into consideration when making their decisions about the junior or sophomore class. I hope that they will not make any sweeping generalizations about any class based on the actions of only a few of its members either.

## Mr. O'Malley Speaks Out

From Master Owen O'Malley

It is sad to see the *Argo* turned into a forum for pathological, if not depraved human conduct. Many students at BLS ought not to have their values and sincerely held standards assaulted every time they read the school newspaper. Young people now must try to lead clean, pure lives, and wait for a time when they can give themselves properly to a life-

long spouse. If they should fall, then it becomes necessary to repent, be sorry, pick themselves up and try again to lead good lives. To continue to do things that are wrong can only lead to all manners of personal problems, including disease, destruction, and death at an early age. We all need good example from our leaders, and a sense of our own dignity and worth as children of God, our creator.

Letters to the Editor express only the opinion of the writer, not of the *Argo* staff



# i am student, hear me squeak

By David Wei Liu, I  
Staff Writer

Have you ever been faced with a situation where you may have been unfairly judged or discriminated against? It isn't well known, but there are places where you can turn for help. For example, the student council, the teachers' mailboxes, even the headmaster himself may be able to find the time to hear you out. The thing is, we are a student body and most students just come and go, too afraid to speak up against any wrongs. They don't feel an obligation to try to correct these problems.

The schedule this year is 'inhuman' and 'rather annoying,' but screaming about it will only tell a story.

Anybody can write an article verbosely expressing their disgust at an impossible schedule, but how do you get it changed? The bathrooms aren't open, lunch is too short, and the locker rules hurt us physically. We've heard complaints and we've seen signs, but the only people actually doing some-

thing about it are the ten or so seniors who just happen to be leaders.

We're here as students who want to pull down the good grades and learn a few things while we're at it, and then move on our merry ways. There's nothing wrong with that, but I still can't find one person who doesn't have a prob-

lem with some aspect of the school. What does that have to do with it? These problems can be fixed. We don't need to have more difficulties laid on us. Why not make our lives easier? Your words count! You have options when it comes

to solving a problem. The student council is there for a reason. Look for your advisor, speak up, and you might get something. It takes more than protest signs and loud mouths to stop a negative thing. It takes patience, writing and approval to get something done.

School is an institution made for you, the student. You can care about your back, your bladder, and your academics at the same time. You're not alone. There should, however, be a student bulletin board where a pupil may be able to post opinions and information. Let's try to be fair and not limit it to "upperclassmen." This isn't a democracy, it's a school. You're not going out of your way to better the living standards that you live by. We have to carry a twenty pound bag and run through crowds just to avoid a misdemeanor mark from some teachers. If that's fair to you, great. If it isn't, it won't kill you to say something about it. But keep it constructive!



# It's Time for Dead Languages to Be Quiet

By Rahul Mepani, I  
Staff Writer

Boston Latin School. A hallowed institution known to admissions officers across the nation. A school with a rigorous curriculum and a superb extracurricular program. As students, we who graduate after four or six years, depending on whether we arrived in the seventh or ninth grade, are already a step or two ahead of our peers from regular high schools. We have taken demanding courses in all disciplines, including English, math, science, modern language and history. Also, the majority of us have taken an ancient language for five long, grueling years: Latin.

It seems to be requisite that an establishment called the Boston Latin School force its student body to take 'Latin, just as we assume that the school is located in 'Boston. The first day we arrived here teachers taught us the dreaded first declension, *puella, puellae, puellae, puellam, puella*. Soon we, or those of us who were still paying attention, learned five declensions, four conjugations, various tenses, moods, forms, and countless rules of grammar. Then, we moved on to translating the great works of Cicero, Vergil, and Pliny. The question that comes to my mind is, "Why are we doing all this?"

Asking this question of Latin teachers and of my Ciceronian peers, I have been told that over sixty percent of all English words have Latin roots and that a strong grasp of a classical language will improve our skills in writing and speaking. Yet, as my fifth year of Latin ended, I had yet to experience a class in which Latin words and their English derivatives were discussed thoroughly. It is more likely that our faculty would casually mention that the verb *amo* is the root of words such as amiable and amity and then continue class as usual without another word. Another favorite response has been that Latin

teaches discipline, since a student must pay careful attention to endings of words and be extremely meticulous in producing a coherent translation. On this count, I am forced to agree. Latin requires concentration and inspires an assiduous attitude. But even this advantage has its fault; once a student completes his second year he will rarely be asked to create a synopsis or translate from English to Latin (harder by far than translating from Latin to English), because for his remaining years of Latin he will translate stories and letters into English.

This translation of stories produces no perceptible results. Having translated (with extreme difficulty!) the *Aeneid*, I am well aware of the lack of usefulness of Latin past the second year. The faculty makes a most noble effort, but for a multitude of reasons, when closely examined, Latin killed the Romans and truly is killing me. To prove to the skeptical reader that each day we are wasting forty-two minutes, forty-two precious minutes which could be spent having a double period of English, I will tear our Latin School classics curriculum from its roots (no pun intended).

The bulk of third and fourth year Latin is spent in translation of works by Cicero and Vergil. At this point, all grammar and structure have been taught. To understand what these classes are like, imagine that, in your high school Spanish or French class, you spent the entire year translating a work of Cervantes or Rameau without vocabulary tests, grammar reviews, studying the culture, or listening and speaking. Speaking of speaking, you can't do it in Latin. Somewhat peculiar isn't it, since the word 'language' takes its root from the Latin word *lingua*, which means tongue. Furthermore, Roman culture is not addressed by the teacher unless it is required to understand the selected portion of the work. Rarely have I been

exposed to any Roman civilization beyond Jupiter and Caesar. What we end up with is a language you cannot speak, a language which is nearly impossible to write, a language which we only interpret in English: this is the language we learn.

Hardly a language at all, if you ask me. But who am I? Ask colleges around the country if Latin is a language and many will say that you will not be eligible for advanced placement credit and Latin will not satisfy their language requirement. Thank God for Cervantes. Look past college and, unless you have a future as a Latin teacher, think about how often you will have use for the *Aeneid* or for an oration against Catiline. And if you still want to learn about them, just go to the library. Trust me, they are just as good in English, if not better. What will we deny ourselves by not taking Latin for five years? What purpose will be served? Will our students be less prepared for life? Nothing, none, and I think not.

So, I ask that we, as a school, consider changing the agenda of the classics department (however unlikely that would be, considering the bureaucracy and red tape we have in our school). A more efficient and more educational system would be one such as the Roxbury Latin School has, which allows its students the option to continue Latin upon completion of their second year or to seek enrichment in areas of more interest to them such as the sciences or the arts. With a policy like this, our students would have the freedom to invest more freely in their futures and to achieve goals they set for themselves, not goals dictated to them.

Barney, Natalie Clifford (1876-1972). The Columbia Dictionary of Quotations is licensed from Columbia University Press. Copyright © 1993 by Columbia University Press. All rights reserved.

# Alcohol Consumption

By Albert Yuen, I  
Graphic Arts Editor

Alcohol consumption in exorbitant quantities, once considered a rite of passage, is traditionally associated with college life. Binge drinking, defined as the consumption of five or more drinks per sitting (which is prevalent among young and inexperienced drinkers) poses a serious threat. Although the human body has ways to filter out alcohol, too much can quickly overload the body and shut down the respiratory system, causing suffocation. With the recent deaths of many college students induced by binge drinking—among these eighteen-year-old MIT freshman Scott Kreuger, many colleges and universities have prohibited alcohol on campus—raising questions about whether or not alcohol should be banned on campus.

A ban on on-campus drinking, already instituted by schools such as Louisiana State University, does not adequately address the larger issue of underage drinking. A recent 1996 Harvard study on drinking found that over forty-four percent of students are binge drinkers. This is evidenced by the deaths of

*A 1996 Harvard study on drinking found that over forty-four percent of students are binge drinkers*

Scott Kreuger and Benjamin Wynne, who died with a blood alcohol content of .588 percent, after consuming over two dozen drinks.

Prohibiting on-campus drinking does not reduce the amount of total drinking but merely moves alcohol consumption out of the campus and in to off-campus bars and taverns where colleges and universities have no jurisdiction. Both Scott Kreuger and Benjamin Wynne died after consuming alcohol at off-campus bars.

An alternative to banning alcohol consumption altogether is to increase awareness of this problem. Many college students who are away from home for the first time engage in irresponsible and aberrant behavior caused by a lack of experience and knowledge. There is no doubt that both these deaths and several others were caused by "irresponsible drinking." Only by increasing awareness through school, seminars, information sessions, etc. can this type of tragedy be avoided in the future.





# Arts and Entertainment

## Arts Spotlight



### Daniel Restuccia

By Courtney O'Neil, I  
Contributing Writer

Music has been an integral part of Dan Restuccia's life the last few years, when he started taking his music seriously. He began playing the clarinet in first grade at the Trotter School. Artists tend to get a bad rep, being thought of as starving, misunderstood, or isolated. However, Dan's approach to music disproves that myth. His concept of music is more community-oriented and encompasses a larger group of people. He enjoys collaborating and finds it more rewarding to be surrounded by other interesting, talented musicians. His greatest rewards come during performances, when everything clicks in a group to produce beautiful music. Dan has participated in a myriad of ensembles over the years; however, there are certain experiences which stand out in his mind and have shaped him as a musician.

Dan is a walking advertisement for the Community Music Center of Boston, and is often seen sporting one of their many, colored T-shirts. He has played there for 8 years and loves the sense of community. He knows everyone, and says it's like a warm, extended family. At the moment, Dan plays in a clarinet ensemble at the Community Music Center and in the Red Note Five, a jazz ensemble featuring two fellow BLS students: pianist Sean Ryan, and stentorian drummer Dan Welch.

Boston Latin School has also benefited from Dan's talent over the years. He has played clarinet in the Senior Band since he was a sixie and joined the Jazz Band as a tenor saxophonist his sophomore year. He also plays in the City-Wide Honors Jazz Ensemble conducted by Lance Van Lenten, a music teacher at Latin Academy whom Dan really respects.

Outside of school, in addition to playing on the BLS soccer and tennis teams, Dan plays in the Wellesley College Orchestra. He enjoys this and said, "It's great! I'm the only guy playing with forty freshman girls." This past summer he spent six weeks at the Kinhaven Music School in Weston, Vermont. Dan was positively influenced by the relaxed atmosphere and balanced life at Kinhaven, which involved not only intense musical studies, but a great deal of fun and free time.

Despite this impressive list of ensembles and activities, the time-consuming aspect of being a musician is not an issue for Dan. Music is something he loves and something that's fun. He told me, "There are very few times that I am happier than when I am playing music." Dan has far too many interests tying him down to say that he wants to be a professional musician, but he will undoubtedly continue to practice his art, both procuring and producing pleasure from it within the BLS and greater Boston communities.

## Hippie Love at BLS

By Saamra Mekuria-Grillo, I  
Contributing Writer

If you're interested in the sixties, hippies, college, protests, Vietnam, love, and milk bottles, come see the Drama Club's rendition of Michael Wheeler's *Moonchildren*.

As the Drama Club's first production of the year, this play features both old and new talent. Some familiar faces are Ingrid Liff as Kathy, Sam Graham-Felsen as Mike, and Ernesto Hernandez as Officer Bream. New actors are making their presences felt as well, with Alan McNamara as Bob, Katie Hardy as Ruth, John Baker as Norman, Erol Zeybekoglu as Cootie, Rob Willison as Dick, Lauren

Flaherty as Shelly, Louis Morello as Mr. Willis, Stephanie Simpson-White as Lucky, Marcus Stacey as Murry, James Cahill as Officer Effing, Dan Gelbtuch as the Milkman, and last but not least Jonah Goldstein as Cootie's father.

With a stellar production team, featuring director Max Shulman and BLS's new drama coach, Ms. Chloe Keller, this play is guaranteed to be groovy. There will be three performances, all at BLS: a matinee Friday, November 21; an evening performance Saturday, November 22; and a matinee on Sunday, November 23.

Be on the lookout for more announcements concerning exact performance times.



## Laurence Yep

By Tina Gao, II  
Staff Writer

I recently had the wonderful opportunity to attend Laurence Yep's lecture on his latest book, *Thief of Hearts*, which took place on October 16 at Oak Terrace across from the Josiah Quincy School. When I was asked to attend this lecture, the author's name was completely new to me, but my curiosity led me to learn about him and his works. As I took a seat in the conference room awaiting his lecture, with pen and notebook all ready to go, I looked over to where he was. I noticed his overwhelmed face as countless excited attendees eagerly stood in a long line, with heaps of his books in their hands awaiting his autograph.

For those of you who have never heard of Laurence Yep, he is an award-winning children's author who says that, "children are the most honest and severe critics." He is a down-to-earth writer who perhaps is no different from the rest of us when he says, "I am never good on the first draft, for I am terrible at writing under pressure." His widely popular novels include *Dragonwings* and *Dragon's Gate*, both Newbery Honor Books, and *Child of the Owl*, which received the Jane Addams Children's Book Award. He has written numerous other books for children and young adults, has taught creative writing at the University of California-Berkeley, and fairly recently received an NEA fellowship in fiction.

Even though everyone present at the lecture expected to sit through an hour-long discussion about his book, *Thief of Hearts*, the author instead gave an absorbing, casual, and humor-filled discussion about his own life journey, especially pertaining to the inspirations and motivations which led him to become a renowned author. I was very touched when I saw tears in his eyes as he reminisced about his childhood years, especially when he spoke of his grandmother, who was always a central part of his life. She was someone who, "equated

food with love," someone who never let him, even for a minute, forget his Chinese heritage, or lose his sense of self-respect and recognition.

Although the author mentioned the titles of most of his works throughout the lecture, he still did not touch upon *Thief of Hearts*; but hey, I wouldn't let you down, and especially since I was on an Argo mission, I was bound to gain knowledge about the book! Toward the closing of the lecture, I raised my hand and asked him if he could talk a little bit with us about *Thief of Hearts*. He pleasantly but briefly did so. If you have read *Child of the Owl*, then you will certainly enjoy reading *Thief of Hearts*, because it is the sequel to the first book. This is a captivating and memorable novel, and like most of Yep's other works, it focuses on Chinese-American heritage and how it fits into American society. *Thief of Hearts* is about a young girl, Stacy, who has always felt that she is just like all her friends, and never thought much about being Chinese-American, even with her great-grandmother living at home. Along comes another girl newly arrived from China, with her out-of-style clothing and strong views, who does not fit in at all. When the new girl is accused at school of stealing several objects of sentimental value to their owners, it is up to Stacy to set aside their differences and find out the truth. This is a powerful novel, "peppered with humor and wisdom," one with a profound sense of friendship and compassion, of learning and growth.

Laurence Yep is indeed a wonderful author, with his passionate style and incisive intuition. He is a notable writer who brings out the essence of his own life through the writings of his numerous renowned works. As he says, "We grasp with the mind and hear what we cannot grasp with the hand, and simple things tie us to our past and link us to our dreams." I think that is quite remarkable, don't you?

## Boston Ballet Program

By Marie-José Bahnam, I  
Assistant Layout Editor

The ballet is one of the greatest forms of classical entertainment; it combines graceful dancing, classic orchestral music and stunning costumes to communicate a beautiful display of plot and characters without one spoken word.

Thanks to the John Hancock Student Performance Program, sponsored by the John Hancock Federal Services, Boston Public School students and their families are given a chance to experience the ballet free of charge. This program, directed by Lynne Werner, the Audience Development Manager of the Boston Ballet, donates enough vouchers to participating schools for 5% of its population; Boston Latin School is allotted 120 vouchers. Students are instructed to exchange their vouchers for up to four tickets, worth \$45 to \$65 each, one hour before performance time at the Wang Center Box Office.

In order to participate in the Performance Program, one must register with Mr. Gwiazda, the contact teacher for BLS, at the beginning of the year. Before each performance date, one may pick up his voucher for one of three performances for each ballet. It is now too late to sign up for the 1997-98 season; however, Boston Latin School has been participating in this program for 3 years and will continue to partake in it, allowing new and old participants to view the ballet free each year.

The 1997-98 season of the program includes three ballets. The first, *Romeo and Juliet*, was staged on four performance dates, the 17th of October through the 19th and the 24th. The second ballet, the Spring Festival (*Body Electric, Ode to Joy, or An American in Paris*), will be performed in either March or April; finally, completing the trio is *Swan Lake*, the quintessential classical ballet, which will be performed in May.

The presentation of *Romeo and Juliet* on the evening of October 17 was an extremely beautiful and captivating performance. Jennifer Gelfand, cast as Juliet that evening, an exquisite and graceful dancer, depicted the feelings and emotions of Juliet flawlessly and unmistakably. Playing opposite her, Lazlo Berdo portrayed a most convincing Romeo in every step, whether he be with his friends or Juliet; the actions were perfectly deliberate and clear. The music, choreography, costumes, backgrounds, and, most importantly the players, all made for a sensational and spectacular performance which charmed its audience of all ages.





# Fire's Heat

By Kim Dang, I  
Editorial Board Associate

*Fire* is director Deepa Mehta's commentary on the traditional and modern worlds that make up India today. The film focuses on the wives of two brothers, who come to realize that they are bound to serve their husbands for as long as they live. Shabana Azmi plays Radha, wife of thirteen years to a highly religious and conventional man, Ashok. Sita, played by Nandita Das, is a new bride who comes to live in her husband Jatin's apartment. Jatin and Ashok are brothers and along with them live Biji, their mute yet overbearing mother, and Mundu, their servant.

We see Sita on the third day after her marriage, moving into Jatin's home. The first thing she does when she is left alone is put on a pair of men's pants, let her hair down, and dance to modern music. She is embarrassed when she is interrupted by Radha; Sita inadvertently shows that she wishes to break free of her culture's expectations of women. Also, the matriarch Biji's angered reaction to Sita's appearance gives us a feeling of her dominance in the household.

Sita and Radha question their roles as wives, but without speaking of it, on the day of the fast of Karva Chauth, a day when wives do not eat or drink from sunrise to moonrise, at which time the fast is over if they receive their husbands' blessing. It is a ritual to show how devoted a wife is to her husband. However, neither of the husbands will be home that night.

Jatin is with his Chinese lover whom he refuses to leave, and Ashok is with a swami purifying his spirit. After gazing at the moon it is Radha who allows Sita to drink some water.

Radha feels as if she is an inferior wife because she is unable to have children. Her husband feels that it is a man's duty to provide an heir as a service to the gods, and because he is unable to do so, he immerses himself in religion. She consoles Sita who has just found out about Jatin's infidelity, and the two wives share a kiss.

Rhadha and Sita, while at work or at home, form a bond in which they hold complete understanding of each other. They make love while their husbands are away. Sita, who is very confident in feeling that "[they] are so bound by custom and rituals," asks Radha if they have done anything wrong. Rhada sees that Sita has shown her more love in the four days that she has been in the house than her husband has in thirteen years; she replies with, "no."

Through an outdoor performance in the film, the director depicts a religious ritual of India in which a woman's purity is tested by fire. If the woman is not turned to ash, her soul is pure. Mehta gives reference to this ritual twice.

The house erupts when Radha catches Mundu, their servant, watching a pornographic film in front of Biji. Mundu defends himself by saying that his servitude leaves him no time for recreation, and that pornography is the only means by which he can experience pleasure. He goes on to tell Radha that he

knows what is happening between her and Sita.

Radha is horrified that her husband will find out about her affair, but then tells Sita that she has gained something from Mundu's behavior. She says "Is it so bad to be so selfish?" She relates herself to Mundu because she feels as if she has no husband to love her, so her turning to Sita for love is no less of a crime than Mundu's. Radha then tells Sita the story of her marriage to Ashok. Because the couple was unable to produce children, Ashok took a vow of celibacy in an attempt to serve the gods (he felt it was the only alternative to having a child). Keeping Radha by his side at night was a test of his spirituality. Sita on the other hand is struggling because Jatin waxes eloquently on his mistress and tells Sita that she can leave if she wishes so. Sita lashes out at him and he strikes her. It is the final moment of the film between the two; Jatin does not know of Sita's affair with Radha. Sita and Radha decide to run off together and finally live.

When Ashok finds Sita and Rhada making love, he is distraught beyond control. He is enraged that his wife has betrayed him. Cooking his breakfast, Rhada explains that she has been deprived of life; she desires to live and she desires Sita. Her scarf catches afire and she is surrounded by flames while her husband looks on. She is able to arrive at the meeting place, only to die in Sita's arms.

What is so brilliant about *Fire* is its honesty. Deepa Mehta addresses many is-

ssues such as infidelity, society's expectations of wives, and homosexuality, all without exploiting the women. There is a gentle tenderness between Sita and Radha that definitely should not be mistaken as homoeroticism.

The key concept of the film is desire; each character has his own view of desire and his own form of expressing it. Ashok firmly believes that desire is the root of all evil; he feels that to test his religious strength he must place objects of desire close to him, and he does so with Radha. Radha as a wife is deprived of both love and sexuality because of her husband's ritual. As a woman, she desires the emotional and physical lovethat her husband disdains. Jatin lives to fulfill his desires, as he keeps his lover, throughout his marriage to Sita. His desires are satisfied, but he takes a wife for the sake of appearance. He merely wants to appease his highly conservative mother and brother. Sita on the other hand desires to live away from the confinement of tradition, and to share genuine love with another person. Unlike Radha, she is rather unconcerned with her appearance to society and is very willing to leave Jatin.

Mehta's direction, along with the film's lighting, writing, art and cinematography combine well with the actors' superb talent. Each aspect of the film is in harmony with the others, especially the color and music; the golden tinged backgrounds and enchanting native Indian music enhance the passionate vision of Sita and Radha. The film is a splendid look into the lives of two women in love.

*What is so brilliant about Fire is its honesty. Deepa Mehta addresses many issues such as infidelity, society's expectations of wives, and homosexuality, all without exploiting the women*

## String Ensemble

By Justina Wong, III  
Staff Writer

If you ever pass by the deserted hall by room 014, you will most likely hear the tuning of a violin or the practicing of a cello. If you look in you will see a small room that is used by the string students of Boston Latin. Classes for string instruments like the violin, viola, and cello are offered to students, usually in the seventh grade, during study periods. When a student reaches a certain level, they are inducted into the String Ensemble.

The String Ensemble has doubled in size from last year, creating a problem because space has not doubled. Therefore, this year the String Ensemble has been split into two groups: the Senior Strings and the Preparatory Strings. Generally, the Senior Strings are members who are sophomores, juniors, and seniors. Last year, some notable performances by the String Ensemble included the National Honor Society Induction, the BPS City Hall Arts Festival, Awards Night, and Music Night. The main concert presented solely by the String Ensemble is

the Spring String Fling, which also displays artwork by the Art AP class. Many difficult pieces like Archangelo Corelli's *Concerto Grosso Op. 6, No. 8* and Mozart's *Serenade in Four Movements* are among the works to be performed at the next concert. In the past years, the Chamber Ensemble has been performing and hopefully it will again this year. Some students have been participating in the String Ensemble for more than four years and are seniors this year, like violinists Nan Ding, Michaela Horan, May Lee, Amy Wong, Karlo Ng, Jessica Leung, and cellist Sarah Carter.

Ms. White, the "fearless leader" of the String Ensemble and only current string teacher, came to the school in September 1992. A member of the Portland Symphony Orchestra in Maine, she has both bachelor's and master's degrees from BU and attended Tanglewood Music Center. She has studied and performed in six countries and the USA. She notes that the String Ensemble members are, "...some of the finest students Boston Latin has to offer."

The String Program has been

offered for more than 20 years at Boston Latin School and it is a wonderful opportunity to learn a new instrument and discover unknown talents. However, this dedication has not been fully acknowledged, because, while the grades appear on the report card of those String students, they are not on the transcripts of those seniors applying to college, nor are they included in class ranks. It is merely noted as a sort of club or organization even if it is during school time and is considered a course. In the past, it was scheduled during the Utility period, but now with the changing of schedules, students sacrifice studies to play and in some cases it is a conflicting course. None of the music teachers know why, the students don't know why, and the Department Head does not even have an explanation, so what is the reason? We hope all our diligence, effort, and commitment are not going to waste. Because of this, some participants of the music program are left with the impression that the school does not hold our efforts in high regard.

## Arts Spotlight



### Ingrid Liff

By Zoe Malliaros, II  
Contributing Writer

Currently rehearsing for the drama club's upcoming production of *Moonchildren*, Ingrid Liff is an experienced actress, as well as a talented painter and flautist.

Her acting "debut" was in kindergarten; she played the role of the Fairy Godmother in *Cinderella*. She proceeded from there, and has consistently taken part in BLS productions since eighth grade. That year, she was Mrs. Gibbs in *Our Town*, a play directed by her older sister, Ursula Liff. In ninth grade, Ingrid performed in *Variations on Love*, and assisted-directed the show *Vanities*. The summer before her tenth grade year, Ingrid spent one month in California, at a camp run by the Old Globe Theater. At the beginning of tenth grade, she was a member of the proposal committee, a group which worked to organize a "new and improved" drama club. Now, as a part of that club, Ingrid, at the beginning of her eleventh grade year, is preparing for a show in November. She hopes to direct a play at some point before her graduation in 1999.

In addition to acting, Ingrid manifests the artist in herself in intense flute study: Ingrid has been a flautist since seventh grade. She took classes that year, then moved on to studying privately. Last year, she also began painting independently, and now takes Saturday classes at the Museum of Fine Arts.

## Nimrod

By Amelia Aubourg, II  
Assistant A & E Editor

The boys from the Bay Area, Green Day, graced the American population again with their fifth album, *Nimrod*. *Nimrod* is the reason why Green Day has been in hibernation for a year. This album shares a typical taste of Green Day rock and fun. Contributor Mike Dirnt plays on bass and vocals, Billie Joe plays lead vocals, guitar and a well played harmonica, while Tre Cool plays drums, bongos, and tambourine. They also provided most of the tracks along with Robert Cavallo.

*Nimrod* demonstrates a lot of Green Day's style and represents how much they've changed as a group. Many of the songs on the album are fast-paced and upbeat songs great for the mosh pit. They use emphasis on the drums and guitar to convey their point, as on "Nice Guys Finish Last," "Platypus (I Hate You)," and "Scattered." Some of the songs (for example "The Grouch" which talks about the reality that a man is hit with after living in the real world), use the same upbeat style, but lose the idea that the listener is supposed to receive from the song. Green Day also surprises fans with a slow song which is unusual and unexpected. This song is called "Good Riddance (Time of Your Life)," which talks about receiving every ounce of pleasure that life gives you because time is precious.

*Nimrod* is nineteen tracks of high intensity rock beats. It is a journey through the world of Green Day. This album is highly recommended for the dedicated Green Day fan or anyone who loves good rock music. Green Day is a band that defines the angst and fun of this generation and *Nimrod* is a revelation of this.



# Sports

## Sports Spotlight

on . . .



**Will  
Bissonnette**

*By Lauren Craven, I  
Sports Editor*

Will Bissonnette has been a flanker for the varsity football team for two years. Will loves the competition of football and it shows in his determination on the field. He is a great contribution to the Wolfpack, with his superior skills and quick maneuvering. His teammates compliment him by saying that once he gets the ball, he never lets it go.

When I asked Will about the Thanksgiving Game, he replied seriously, "We will be on the field early Thanksgiving morning doing whatever it takes to make sure the Wolfpack bombs the Blue!"

Although Will is well-known as an outstanding football player, a lot of us know him as "Mr. Baseball." His dad started him playing at the early age of 5, and that has definitely paid off. With his dedication and love of the game, Will has been a member of the varsity baseball squad since he was a freshman. He not only graces Latin with his incredible skills as shortstop, but two other teams as well (The American Legion and the A.A.U. New England Lightning). His favorite baseball memory was when, "We (Latin) finally made it to the playoffs last year and ended our season with 11 straight wins. We had a great season and people rose up to the occasion. Although we are all from different parts of the city, we come together and become one for baseball." Colleges such as Tulane, Tufts, Davidson, Brandeis, and Wheaton would love to have Latin's very own Will Bissonnette aid the success of their teams the way he has the Wolfpack. I am sure we will hear more of Will Bissonnette after he graduates, leaving the Wolfpack football and baseball teams with big cleats to fill.

As for senior year... "It's been tough. We should all be able to have a good year. Our privileges went down the tubes." Will takes Advanced Placement History, Advanced Placement Government, Comprehensive Greek, Physics, English, and Calculus. About college, Will says, "There's something out there that I gotta find. I want to get as far as I can. Baseball doesn't last your whole life and I need something to fall back on. You never know what game is gonna be your last." I asked Will how he wants people to remember him: "I want people to remember me as somebody who was cool to hang out with and who had a fun time with when he was around."

When on the field, he is very serious about the game, but Will is totally different off of the field! He's a phenomenal athlete, student, classmate, and the greatest friend.

## Going for the Goal

*By Beth Antoniazzi, I  
Contributing Writer*

Beginning the season with new coach Kelly Alpert-Vest and several new players, the girls' varsity soccer team has had to make several adjustments. Under the leadership of captains Molly Dunford, a three-time DCL All-Star, and Beth Antoniazzi, a two-time All-Star and last year's MVP, the team has had many wins and several close losses. With the help of the 16 returning players from last year's team, the girls have been able to compete against top DCL teams such as Lincoln-Sudbury and Concord-Carlisle.

Boasting 27 players, the girls' team was able to overcome early season injuries to seniors Jen Mills, Kay Perdue, Lauren Rodriguez and Lisa Lucia, and record some key wins. Starting the season at DCL rival, Bedford, the girls were hoping for a win to take them one step closer to the tournament. Junior goalie Jane Long was able to hold the Bedford forwards to just one goal, with the help of strong defense from seniors Aliesha Rautenburg, Beth Antoniazzi, sophomore Rachel Racussen and former sophomore forward Kathleen Banfield, a two time DCL All-Star. The strong all-around play of seniors Molly Dunford and Erica Keough also contributed. Meanwhile, junior Alison Allukian, a DCL All-Star and last year's Most Improved Player, and sophomore Maddie O'Donovan provided the two goals, which gave the team their first win of the season. Following that game, the team came back from a one goal deficit against Newton South to win 3-1, with goals scored by Kathleen Banfield, junior Jamelynn Evans and

eighth-grader Megan Rounsville.

The girls followed that with some disappointing losses to Acton-Boxboro and Wayland despite key contributions from several players, including seniors Kelly Penney, Lisa Courtney, and Bridget Cody, sophomores Liz Maher, Shana Gearty, and Anya Drabkin, and freshmen Laura Tobias and Amor Ibe. Despite those losses, the team was able to come back in their fifth game on senior Anna Haritos' goal in a 1-1 tie with Concord-Carlisle.

Suffering some other disappointing losses to Weston and Westford, the girls played their best game of the season at Lincoln-Sudbury in late September. Again suffering from a one goal deficit at half time, the girls were able to fight back and win 2-1, with goals scored by Kathleen Banfield and eighth-grader Jackie Coffie. The girls got their fourth win of the season thanks to a forfeit by St. Clare's and nearly got their fifth in a close 2-0 loss to Acton-Boxboro. The girls had several opportunities against the undefeated team; however, shots by the forwards including a great shot by junior Kim Roche at the left post, were saved by the Acton goalie.

With the addition of junior goalkeeper Bridget Conneely mid-season, the return of the injured seniors, and the continued contributions of the rest of the team, the girls hope to be able to improve on their first half record of 3-4-1. With a goal of getting 21 points during the season, they hope to be able to better their record of 4-12-2 from last year with some key second half wins, and make it into the tournament for the first time ever.

## Soccer Making Strides

*By Chris Swain, I  
Contributing Writer*

It's no secret that over the years the Boston Latin Soccer program has had its share of difficulties winning, and at times even competing, in the highly-skilled Dual County League. It was not long ago when the Wolfpack (both boys and girls teams) were suffering losses at the hands of the DCL opponents by scores of seven, eight, nine, or even ten to nothing. However, with the recent institution of junior varsity programs and a newfound stress on the fundamentals of the game, both the boys and girls have made great strides in joining the elite in what many consider to be the most competitive league in the state.

While Latin soccer has always had its share of skilled and talented players, opponents such as Acton-Boxboro, Concord-Carlisle and most other DCL clubs have maintained a decisive edge throughout the year. The players on these teams have ascended through the ranks of high school prepared on freshman and junior varsity squads for the intensity of varsity sports. On the other hand Latin's players, until very recently, had been limited to playing solely on varsity in each gender group. As one can imagine this kept many younger players not ready for varsity sports from playing at all, while their counterparts at opposing schools were acquiring valuable and necessary soccer experience through pre-varsity programs. In addition the students playing for the other teams in the DCL had worked with each other throughout their entire lives in programs up until high school; Latin players, how-

ever, come together from a variety of neighborhoods and while attempting to compete and win, they had never played together, which put them at a disadvantage when facing opponents.

Years ago however, the Wolfpack's outlook and vote in the DCL changed drastically with the addition of Junior Varsity programs in both the boys' and girls' divisions. This not only allowed a greater number of students to compete in school athletics but more importantly, it gave young BLS soccer hopefuls the chance to acquire essential skills and experience necessary to compete against the high-caliber players of the DCL.

The results of the additions to the soccer programs have been phenomenal. Both girls' and boys' varsity teams have had successful seasons far surpassing any past groups' accomplishments. Victories have increased each season and more importantly the Wolfpack competes each game and now feels they can win and compete against any team on any given day. As a member of the first group to play junior varsity soccer I have seen the results firsthand. This season my teammates and I have joined to form perhaps the deepest and most competitive boys' club in BLS history. From the junior varsity ranks to varsity we played and improved together. While present circumstances prove the effectiveness of the pre-varsity, the future looks even brighter with more students becoming interested and enthusiastic about playing for a competitive program, a soccer program which is making strides in the DCL.

## Sports Spotlight

on . . .



**Wai Lam  
Kwan**

*By Min Wu, I  
Photography Editor*

It's hard to miss her, a looming figure of five feet nine inches, at least (I'm estimating), striding down the hallways, usually with a few bags, always holding a cup of some form of beverage of high caffeine content. That's Wai, the volleyball freak.

Now I have every good reason to call her that. Wai Lam began volleyball in the ninth grade, starting on the J.V. team. She worked her way up to varsity, and she was hooked. Now Wai plays volleyball year round, on every weekday. Besides playing on the school team, she also plays on Newton Smash, Boston Free Mason, the YMCA team in February, and in the Junior Olympics in November. Her goal right now is to make

*The game is a challenge to her, both body and mind, a proof to herself of her abilities*

the national team in the Junior Olympics.

Volleyball is a big part of her life. The rigorous exercises help to balance her life, by creating an outlet for all the nasty things that happen in school. Imagining playing volleyball everyday after school till dark is very exhausting, but Wai really has a passion for the sport. The game is a challenge to her, both body and mind, a proof to herself of her abilities. And it sure beats sitting in class doing mathematical functions.

Wai says that her coach is a maniac, in a good sense. It was her discipline and high expectations that got her this far, and this committed. And she would also like to thank her supportive friends, who were there during rough times.

As a person, Wai has no hobbies other than volleyball. She wants to be real, focused and serious. But she is at best a shopaholic and a coffee addict (she's 'sober' now, Coach). She worked at Starbucks during the summer, and can whip up a great latte in minutes. She loves Vinny Testa's, pasta in general, and she hates Chinese food. Her favorite food is Nutella, and other chocolate products; in every way, a well-balanced, nutritious diet. She likes to read magazines, if she must read, and biographies of athletes, like Gabrielle Reece. Mr. Redd is her favorite teacher in school, though she never had him for English.

What can she say about herself as a person? "I have no idea—alright person, I guess. I can be a bitch, but I can also be nice."

I'd say that's pretty modest of her.



## Wolfpack Making a Comeback

By Marcus Farina, I  
Contributing Writer

The Boston Latin Wolfpack has played only five games through October 12 and they have already made a drastic change from the beginning of the season. This year got off to a dismal start with the loss of senior starting tailback and line-backer Luis Henao, who will miss the entire season. Latin's first game was a heartbreaking 7-0 loss to Canton. The team hoped to bounce back from that loss and gain a victory in the game against Matignon, but came up short. The third game of the season was another game which the team thought they could, and probably should, have won. The 6-0 loss to Bedford was their third in as many games. The losses to Canton and Bedford were games that could have gone either way, but Latin just didn't have that luck on its side.

The fourth game of the season was a game versus Wayland, a particularly strong team. Going into this game the team was extremely motivated, since the game was going to be televised. They were also expecting plenty of support (which they did receive). The Wolfpack played a great game and won in a nail-biter with a final score of 14-13. Helping to put the Wolfpack over the top were great plays by senior defensive tackle Nicholas Shiggs-Quiroga and senior split end Eben Ellertson, who caught the touchdown pass by junior quarterback Steve Barry which put the Wolfpack on top for good.

After this victory, which brought Latin to a 1-3 record, the Pack

took on Newton South at White Stadium, where they received plenty of support from the Boston Latin School community. The Wolfpack once again came out on top with a 12-0 victory. But credit must be given where credit is due. The Wolfpack defense, led by the one they call "Shak", Nick and Eben, has played unbelievably well this year. After winning these two games, the Wolfpack now has a sense of confidence which might easily have been lost in the first three games. Being led by seniors such as Shakur Abdal-Khallaq and Keith Monohan (the captains), Peter O'Donnell, Mike McCabe, Chuck D'Entremont, Anthony Schiarizzi, Will Bissonnette, Andy Zagatisibal, Neil Flynn, Dominic Marinelli, Chris Roma, and Jonathan Mulhern, as well as a strong group of talented juniors and sophomores, the Wolfpack only looks better.

What I would call the "X" factor in the two wins would be the crowd. The fourth and fifth games at White Stadium produced unbelievable turnouts, and the people played a great role in Latin's victories. "Fan support is what we need, everyone has to come out and support the team," is what co-captain Shakur Abdal-Khallaq had to say about those who have been coming to see the Wolfpack, as well as those who are still waiting. The team probably has few more tough games down the road, but the game which has been on everyone's mind from the beginning of the season is the Thanksgiving Day

## Spiking Reflections

By Vivian Lam, I  
Copy Editor

The final game was going to be decisive. If they won, then they would advance to the state tournament. If they didn't, it would have been the last volleyball game for eight seniors. Fortunately for the girls volleyball team, they still have at least one more final game.

Throughout the season the girls' volleyball team has experienced its shares of ups and downs. Their season looked great, after losing no seniors from last year, and many expected BLS to be a contender in the DCL Championship race along with last year's champion, Newton South. After defeating Boston Latin Academy and Cambridge Rindge and Latin in their first two games, the team began to look ahead to the state tournament, which they did not qualify for last year. After a series of wins and losses, the team was 8-8 at the end of the season with two games remaining. The first two games were against Newton South; they eventually lost 7-15, 6-15.

After the loss against Newton South, the team needed to win their last game of the season to advance to the state tournament with a record of 9-9. The game was one of the most important matches many of the girls would ever play. The first set started on a good leg, with senior Nina Smoylar serving like a madwoman. She eventually served a few more aces as the game progressed. Senior Allison Gunther put out her best effort this game, providing some offensive sparks with her hitting. The two things that pulled the victory through, however, were the incredible backrow defense that the Wolfpack put up, and the inspirational play of senior Wai Lam Kwan. Kwan, this issue's sports spot-

light, had an awesome first set, putting up strong blocks and killing the ball on offense.

The second set, on the other hand, did not end as nicely as the first. After taking a commanding lead to begin the second set, Waltham eventually took advantage of a sidout to score some points. Despite the nice passing from seniors Sandra Kwan and Vivian Lam, Waltham put up a good fight and won the second set.

The tension on the court could be felt by the players when the third and final set began. Great serving by junior Jocelyn Delgado, and senior Alicia Calderon kept Latin ahead of Waltham. The two middle hitters, senior Katie Malone and junior Jani Rodrigues, had great games. Both put away the great assists that senior Nancy Kiu set, letting the Waltham girls eat some Latin leather. Finally, junior outside hitter Amy Erlandson hit an amazing line shot and for the final winning point of the regular season served an ace.

Latin's victory was a happy occasion, but it was also emotional. For the eight seniors on varsity, it was their last home game. As a senior myself, I am sad that our last game is over and done with. To Sandra, Katie, Wai, Alicia, Nina, Allison and Nancy: playing volleyball with you guys was one of the greatest things I've ever done here at BLS, and we will kick some butt in the up-coming tournament. Just remember - no more lines!

The girls volleyball team had a great season, and they have the best record out of all the fall sports!! We are all looking forward to whomever we will face in the post-season. For our remaining juniors, Amy, Jani, Jocelyn, and Camyle - make us proud next year!

## Kicking Down Records

By Joe Finelli, I  
Contributing Writer

On October 20, the Boston Latin Boys' Soccer team played their best game in four years, upsetting league leader Concord-Carlisle, 1-0, in a thrilling, well-played match. This was the first time in twelve years that the Wolfpack has tied or beaten the Patriots in boys' soccer.

The only goal of the game came in the first half. Joel Bernazanni, a junior striker, took a pass leading him towards the left, at the top of Concord's eighteen yard box, and, with a defender on his tail, used his left foot to loop a sweet shot over the diving goalie, and into the upper left corner of the net. Jason Burns, a senior winger, took a pass from senior midfielder Joe Finelli, and lead Bernazanni perfectly towards the net. Bernazanni took two dribbles, shot, and scored, causing the players and the fans along the sideline to celebrate. Junior midfielder Bryan Eustis also helped on the play. The Wolfpack, taking advantage of Concord's bewilderment following the goal, had two excellent scoring chances, but were not able to punch in another goal.

From that point on, Boston Latin relied on senior centerbacks Jesse Barnes and Matt McHugh, as well as wingbacks Dan Restuccia and Jon Ulman, to protect

their lead. Junior goalie Ben Gray played his best game ever, taking control of his goal mouth, charging out when necessary to snatch the ball away, and making both the expected and spectacular saves needed to guard the lead. He used his height well, snaring crosses before they could reach the determined Concord players. At one point, he leaped up to push a Patriot shot over the crossbar, and then watched as senior defensive midfielder Greg Mardirosian rose above the taller players to head the ensuing corner kick away.

When Latin was able to clear the ball, seniors Ari McKenna, Sean Ryan, and Peter Georges-Clapp, helped by sophomore Aaron McCormick, kept the pressure on the Patriot defense. This defense was weakened, understandably, by their focus on scoring the tying goal in the second half. Such advances gave the Latin defense a break, and a chance to collect its breath. Concord put the ball in the net once late in the second half, but the goal was called back because the scorer was called offsides.

After having been beaten soundly in Concord earlier this year and having never conquered the Patriots, the seniors on the team, all of whom played in the game and contributed, were thrilled to finally hand Concord a loss in their final opportunity.

## The 1997 Champions

By Rasheena Howard, I  
Staff Writer &  
Victoria Salesman, I  
Contributing Writer

Along with every new year comes a new B.L.S. Step Squad. Captains Rasheena Howard and Victoria Salesman have been working extremely hard with our new squad of twenty-one members. Considering our incredibly fast pace, our nine newest members who have made it thus far are doing an extraordinary job.

There have been many changes in our squad in the past year. One of our most prominent changes has been our name. We are now officially Step Squad and not Pep Squad. Last year, we traveled to many functions and made a name for ourselves throughout the city. Although the rally is always our number one gig, the 1996-97 Step Squad stepped at the following events: the Mayor's Youth Summit, the University of New Hampshire, Brandeis University, the Walk for Hunger, and at UMASS at Boston, where we won the title of the best Step Squad in the city. Along with these events we completed our other duties by supporting not only the football team with the cheerleaders, but the basketball team as well. This year, Rasheena and I hope to gain even greater success.

While achieving so many great goals, we'd like to stop and thank Ms. Devin and Ms. Kohr for their continuous support, and Mr. Costello for his authoritative counseling. We always need more support. Lastly we want to give shout outs to our squad co-captains, Sonya & Melissa, and to Colby, Sheyresse, Sabrina, Michelle, Mara, Shantae, Daniel, Haris, Pia, Dominique, Sparkle, Karimah, Pateicea, Emmanuella, Ebony, Candace, and Ayanna.





# November 1997



S	M	T	W	T	F	S
<h1>Go Wolfpack!!!</h1>						 <p><b>1</b>  <b>Birthday:</b>  <b>Temmy McLaughlin</b>  <b>Nahede Khawm</b>            1st Public Declaration</p>
<b>2</b> 	<b>3</b>	<b>4</b> <b>BirthDay:</b> <b>MARCUS FADINA</b>  Election Day 	<b>5</b> 	<b>6</b>	<b>7</b> <b>BirthDay:</b> <b>James Lane</b>  BLS Blood Drive	<b>8</b> <b>The Register's Yard Sale!</b> <b>4 23 Myrtle ST</b> <b>(Jamaica Plain)</b> 
<b>9</b>	<b>10</b> 	<b>11</b> <b>BirthDay:</b> <b>DANIEL WELCH</b>  Veteran's Day No School 	<b>12</b> 	<b>13</b> <b>BirthDay:</b> <b>Karen Young</b> <b>Coleen Dunkley</b> <b>Caroline Tracy</b> 	<b>14</b> <b>Show Choir Festival</b> 	<b>15</b> <b>BLS Entrance Exam</b>
<b>16</b> 	<b>17</b> <b>BirthDay:</b> <b>Cecilia Ding</b> 	<b>18</b> 	<b>19</b> <b>BirthDay:</b> <b>Annie</b> <b>Tomasim</b> 	<b>20</b> <b>BIRTHDAY:</b> <b>SYLVIOSE CORIOLAN</b> 	<b>21</b> <b>Drama Club's</b> <b>Moon Children</b> <b>Production</b>	<b>22</b> <b>Drama Club's</b> <b>Moon Children</b> <b>Production</b>
<b>23</b> <b>Drama Club's</b> <b>Moon Children</b> <b>Production</b>	<b>24</b> 	<b>25</b>	<b>26</b> <b>BLS Rally</b>  Half Day	<b>27</b> <b>Thanksgiving Day</b> <b>Latin vs. English Game</b> <b>10:00 @ BU Nickerson Field</b> <b>No School</b> 	<b>28</b> <b>No School</b> 	<b>29</b>  Calender by Danny Louie
<b>30</b> <b>Visit ARGO on the net @</b> <b>www.tiac.net/users/blsf</b>						

# Coming Next Issue . . .

- Team Harmony IV
- Review of *Moonchildren*
- Thanksgiving Game vs. English
- Pep Rally
- Winter Sports Updates
- Holiday Messages
- and much, much more . . .

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**Mr. Estabrooks** for his selection as the 1997 Massachusetts Science Educator of the Year!

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# Boston Latin School ARGO

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Free

## Team Harmony IV

By Edwina Tom, I  
Editor-in-Chief

On Tuesday, December 9, 1997, over 10,000 middle and high school students representing public, private, and parochial schools from Massachusetts, New Hampshire, and Rhode Island gathered at the Fleet Center in Boston for Team Harmony IV. This event inspired and motivated students to combat hatred, racism, bigotry, and discrimination of all kinds.

The idea of "Team Harmony" came several years ago from the late Boston Celtics' Captain Reggie Lewis and Jon Jennings, an assistant coach and scouting coordinator for the Boston Celtics at the time. They envisioned an event which would bring students from all over New England to protest racial discrimination, prejudice, and hatred. After Reggie Lewis' tragic death, Jennings and Leonard Zakim, Executive Director of the Anti-Defamation League (ADL), collaborated and developed the Team Harmony event.

This year, special guests included Boston Red Sox MVP Mo Vaughn, former Boston Bruin great Cam Neely, New England Patriots stars Sam Gash and Ted Johnson, Boston Celtics tri-captain Pervis Ellison, and WNBA high-scorer Sheryl Swoopes. WXKS-FM DJ Billy Costa was the Master of Ceremonies, and the cast of MTV's Real World-Boston also made an appearance. As part of the musical entertainment, Voices N' Blue and Blessed Union of Souls performed a few numbers for the thousands of students.

First Lady Hillary Clinton, the keynote speaker, was greeted by hundreds of flashes from the cameras and a standing ovation as she walked onto the stage. Mrs. Clinton sat down with a group of students from different schools and listened to students who shared their personal experiences of racism and discrimination. She discussed ways of dealing with these issues and urged us to speak out against it whenever it happened.

Representatives from local sports' teams – the

New England Patriots, the Boston Celtics, the Boston Bruins, the Boston Red Sox, and the New England Revolution – helped present the Fleet Bank Team Harmony Awards to five different schools who have made a difference through their work combatting prejudice and promoting racial diversity. This year's winners are: M. Marcus Kiley Middle School in Springfield, Old Colony Regional Vocational High School in Rochester, Drury High School in North Adams, North Attleboro High School, and Wakefield High School.

Donna Harris Lewis, the widow of Reggie Lewis, and Jon Jennings presented the Lewis/Jennings Award which honors "youth who cross the barriers of race, religion, and ethnic backgrounds to come together for a common purpose and make a difference in the lives of others." The recipients of this year's Lewis/Jennings Award are the members of the Youth Voice Collaboration Press Corps who created *The Voice*, an online magazine for youth designed to make news understandable, accessible, and relevant to young people. You can visit their website at [www.yvc.org](http://www.yvc.org).

Several Boston Latin School students also performed at Team Harmony IV as part of the Wang Center's Young At Arts Ensemble: seniors Jesse Barnes, Danielle Brown, Joanne Jacques, Karlo Ng, junior Katy Pierce, and sophomore Ann Fountain. The Young at Arts Ensemble sang three songs: "United We Stand," "We Can Work It Out," and "Seasons of Love." Team Harmony IV ended with a student keynote from our own senior, Rasheena Howard.

Team Harmony was recently named by the White House as one of the top ten programs in the country to combat discrimination, and it has become a national model for inspiring high school students to deal with issues of racism and discrimination.

Team Harmony IV was truly a great experience for me, and I encourage everyone to attend Team Harmony V next year. As Len Zakim said, "Together we can make a world of difference."



## Remembering Mr. Spillane

By Ian Marlier, I  
Layout Editor

It seems rather odd that I should be the one to write an article remembering Mr. Spillane. I never did have the opportunity to attend his class; he had entered the hospital before my Junior year, when I would have had him for Physics 2. But through three or four conversations, no more than 45 minutes or an hour of face-to-face contact, he managed to teach me as much as most of my classes.

A good teacher is one who is able to get their students to be as enthusiastic about a subject as they themselves are; a great teacher is one who can get any student to be enthusiastic about a subject. And this was Mr. Spillane's great gift. He didn't have to have a student in class to get them to "enjoy thinking about stuff," as he once described his job; the pleasure he obviously took in his job was usually enough.

In the spring of ninth grade a student teacher had taken over for Mr. Estabrooks in my Biology I class. Conversations with this teacher, Mr. Walker, led me to Physics, and the notions of "extra" dimensions which have become so popular lately. A search for material on the subject led me first to the Boston Public Library, where absolutely no material turned up. I next tried room 318, where I had heard that there was a pretty good collection of odd books on science. Walking in the door I had the rumor confirmed, as a number of bookshelves filled with books appeared before me. Next appeared the owner of these books — Mr. Spillane. Walking meekly up to his desk, I asked him whether he might have any books about the fourth dimension, and recent efforts which had been made to define it. After a moments consideration, he said "Yes," and told me the title and on which shelf I would find it. I was on my way back out the door, newly-procured book in hand, when I heard him ask me what my name was. I told him, and he asked if I had a few moments. After I had sat at one of the desks in his room, he began to ask about the fourth dimension, asking questions not about what others had said or thought, but what I thought: Did I think the fourth dimension really existed? What did I think it was? What would a cube look like in four dimensions?

This was his method. He asked questions, instead of telling answers. As former student John Kosmidis said, "He would ask questions and then push and push until you came up with the answer. And thus we learned. Not through books or lectures, but from this man."

Over the years hundreds of students had the opportunity to attend Mr. Spillane's classes and to learn all that he had to teach. Many have gone on to careers in science, inspired by this man. His loss is one which is felt by the entire BLS community.





Editor's Note

By Edwina Tom, I  
Editor-in-Chief

Amidst all the science projects, history papers, English essays, college applications and essays, and our regular workload of tests and homework, I find it truly incredible that my *Argo* editors found the time to put this issue together before Christmas vacation. I must applaud the editors who have spent hours in the Mac Lab working on the *Argo*. It truly shows that you are dedicated editors. A very special thanks goes to Ms. Kohr for lending the *Argo* the photos for the collage on the back cover.

I recently received a letter about

the *Argo* from a parent who has a daughter at BLS. "I have been very impressed by the *Argo*... It has inspired me to work on helping students at Boston Latin Academy, where I have another child enrolled, to get a paper started." I am elated that the *Argo* has inspired another school to start a school newspaper.

Once again, the *Argo* will be selling carnations for Valentine's Day. Each carnation comes with a card so messages can be written inside. Carnations are \$1 each, \$5 for a half dozen, and \$10 for a dozen. The cards will be delivered with the carnations on Valentines' Day.

Also, an email address has been set up for the *Argo*. Students, teachers, parents, and faculty can send articles, letters, comments, or suggestions to BLS\_Argo@juno.com starting in 1998. I encourage everyone to use this email address to eliminate typing and make the production of the *Argo* more efficient.

I wish all my friends, family, all my *Argo* editors, teachers, faculty, and student body a Merry Christmas and a Happy New Year. (To the Class of 1998: We have less than 100 school days!) =>

And now, without further ado, I present... the December/January issue of the *Argo*! Enjoy!

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Feng Yuan Xu, II
- Copy Editors:  
Danielle Brown, I  
Vivian Lam, I
- Asst. Copy Editor:  
Jennifer Lewey, I
- Layout Editors:  
Ian Marlier, I  
Yu Heng Ruan, I
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Ernani DeAraujo, II  
Kristin Purdy, II  
Lucy Shum, II  
Alisa Sotnik, II
- Faculty Advisor:  
Malcolm Flynn

These are the staff members  
who assisted in the  
production of this issue:

- Nathaniel Adams  
Alinna Chung  
Lisa Chung  
Teeda Keo  
Sarah Kurpiel  
Karlo Ng  
David Wei Liu  
Mimi Lai  
Erin Rabe  
Alison Speed  
Amy Wong (I)  
Amy Wong (V)  
Jenny Wong  
Justina Wong  
Yiu Fai Wong  
Bonnie Yu

Special thanks to:  
Ms. Kohr  
Mr. Gwiazda  
Mr. Aversa  
Mr. Binkoski

To Reach the Argo...

To send a letter to the editor:  
see Edwina Tom in 124  
or Mr. Flynn in the Main Office

To place an ad in the Argo:  
see Rossana Lau in 119  
or Lisa Benedictis in 216

To place an event in the Argo calendar or info on Argo Net:  
see Danny Louie in 120

To take pictures for the Argo:  
see Nina Smolyar in 124  
or Min Wu in 125

To report a story or otherwise join the Argo:  
see Edwina Tom in 124  
or Feng Yuan Xu in 137

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Boston Latin School

Argo

Founded in 1970

1st Place Winner of 1994 New  
England Scholastic Press  
Association Competition

1996 New England Scholastic  
Press Association Superior  
Achievement Award

1996 Suffolk University High  
School Journalism Competition  
3rd Place

The *Argo* is a school-affiliated publication produced monthly by the students of Boston Latin School. It serves as a forum for the free exchange of news and ideas in the community of students, faculty, parents, and alumni. The expressions, suggestions, and contributions of all readers are encouraged through letters to the editor. The *Argo* reserves the right to edit letters for length and clarity.

The *Argo* is produced as an extra-curricular activity. All typography and layout are done entirely by students using Macintosh computers running Microsoft Word and Aldus PageMaker. The *Argo* is printed by Saltus Press in Worcester.



# Scoping Schedules

By Casey Garr, III  
Contributing Writer

I decided to write this article about our schedule at Boston Latin School and compare it to those of other schools for a number of reasons, most of which were derived from the fact that nobody is happy with the new schedule- not the teachers, the parents, or the students. However, as I notice about many things at Latin School, nobody seems willing to cooperate in order to find a solution. Another minute between classes, additional locker "privileges," oh, how everybody's life in school could be different! No more broken backs. No yelling by teachers. No marks given for sneaking to lockers, coming to class late, or arriving at class without books. Less paperwork for the office. Less stress for all.

To help me write this article, I called students who attend public schools in and around Boston to see how they are dealing with the new state mandated time requirements and with some long standing scheduling issues. For instance, Fenway Middle College High School's solution to dealing with locker visitation problems is actually quite simple - they just don't have lockers! Now, by no means am I saying that this is the way to go. What I am saying is that there is much to be learned from other schools and the way that they operate (and cooperate).

For instance, when I called a senior at Newton South High School, he told me that their school starts and ends at different times on different days. For example, on Monday, Wednesday, and Thursday, school starts at 7:40 and gets out at 2:15. On these days, he has one 27 minute class and six 50 minute classes. Lunch is whenever a student has a free period, and students may eat wherever they like, because Newton South has an open campus. The only catch is that freshman have assigned classrooms to report to during their free periods, as Latin School does. All students also have their homeroom period in the middle of the day; so that if you have first period and second period free, you don't need to arrive at school until you have a class or homeroom, except on Fridays when there is no homeroom. Another luxury available in the schedule at South is a FIVE minute strolling time between each class.

Next I called another student who goes to Hingham High School, a public school south of Boston. At Hingham High the students have a schedule similar to our

present schedule in that their schedule has six days, however it does not rotate. Each period is called a "block" and each block is assigned a letter (i.e. "A" block). The periods don't rotate, so on day one "A" block could be third period, then on day three it could be first period and on day five it could be sixth period. According to this student, the students at Hingham seem to like this schedule and think it works well. Other similarities between Latin School and Hingham are that they also are assigned to a classroom or the cafeteria for "free blocks," they don't have open campus, and they have seven periods in a day. Hingham does get four minutes to get from class to class, but has the "joy" of being marked tardy after 7:20 AM, and a school day which ends a mere 13 minutes earlier than ours at 1:52. However, they ARE allowed to go to their lockers after every class... is it worth a 7:20 tardy bell? You be the judge!

Fenway Middle College High School is located within the confines of Bunker Hill Community College. The schedule there works on a Monday, Tuesday, Wednesday basis. School starts every day at 8:25 AM and gets out at different times each day. On Mondays, Wednesdays, and Thursdays, they get out at 3 PM and have five periods. Tuesdays, they get out at 2 PM, after having just four periods, as on Friday; and every Friday they have the luck to get out at 12 PM. Does this sound truly fair? You decide. They also enjoy open campus and a 25-minute lunch, but they have no "free blocks." Most classes are double periods, and as I said before they have no lockers (and we complain). The length of instructional periods tend to vary a little but they are usually around 80 minutes each.

A representative of the Cambridge Rindge and Latin High School's student body reports that the schedule STINKS. At Rindge they operate on a seven day rotational schedule much like ours. They have seven periods in a day, three minutes between classes, and if they had history first period day one they'll have it second period day two. They don't have an open campus but during lunch they are allowed to leave the school (as long as they stay within a certain carefully mapped out area) to enjoy pizza or other delicacies offered within the area. They may also go to their lockers in between every class or if the teacher will give them a pass, during class. They start each day at 8:05 AM and end at 2:25 PM. Besides the fact that they don't have any studies (compared to my umm... ONE a

week) I don't see anything SO horrible about his schedule.

Now maybe you've heard about the scheduling fiasco going on over at Belmont High School. Maybe you even understand it, because I surely don't. What I do understand is that you can eat during classes because there's no lunch period. That sounds okay, if only the rest of the schedule were that simple. The school day technically starts at 7:45 but you don't come in until your first class. Once there, there are 15 blocks in a day, each lasting 26 minutes. Most classes are two blocks, although some are three and a few are even longer. Students can, however, go to their lockers when they choose, but once they arrive in school they are required to stay. My friend thought that four minutes between classes was short until I told her about our three minute passing time, and her opinion quickly changed. My source also said that once you get the hang of the schedule it's not that hard to follow.

At Brookline High School you can start your day at any time from 7:45 onwards and end your day anytime before 2:30. "The High School" as it is known operates on a block schedule that is once again above my level of understanding. However, I do know that they have an open campus and 30 minutes for lunch, not to mention the 5 minute class to class promenade. There is no set number of classes per day because it depends on what blocks you have: you could start school at 8:30 and get out at 11:30, but only if your schedule works right.

At Wellesley High School, there is a seven day schedule, but the classes don't rotate. They are just assigned in a random order. They start at 8:10 and are finished for the day at 2:30. There are six periods in a day and each of them is a different length. Once again the juniors and seniors enjoy the pleasure of an open campus while the underclassmen are trapped in assigned studies. However, they have four or five minutes between classes (depending on what period it is) to talk and go to their lockers. They also win the prize for longest lunch - 35 minutes, they actually have time to digest their food and relax! I'm impressed. However, according to one student, this schedule is not recommended because "it is not effective, not logical and not understandable."

A student at Boston Latin Academy, a school limited by the same rules and requirements as BLS, tells me that the students also have a rotating schedule, although

their schedule rotates the opposite way as ours (for example, if a student has math class first period on Monday, then they will have it last period on Tuesday and sixth on Wednesday.) Similar to our school they have seven periods in a day, three minutes between classes, assigned classrooms for studies, and there are only twenty minutes for lunch. Unlike us, students at Latin Academy they start school at 7:25 AM and get out at 1:45 PM, and they may go to their lockers in-between every class. In light of that 7:25 am tardy bell which could ruin the day, I'm not sure I'd trade schedules, not even to get those between class locker privileges!

So now that you have heard all about everyone else's schedule maybe I should review ours (just in case you have somehow missed EVERYTHING that is going on in the school!!). At Boston Latin School we start each day at 7:45 and end at 2:05. We have seven periods, all forty-three minutes except for the first which is an hour long. Our schedule rotates except for fifth period, during which you have the same class everyday. Since our school is so large (roughly 2400 students) it takes three packed lunches to jam all the students into the cafeteria. These lunches range from twenty-six minutes to twenty minutes. We also have three minutes between each class, have assigned studies, and are only permitted locker visitation rights before and after school and during fifth period. If you've got third lunch (as I do) you have twenty minutes, during which you need to go to your locker, go to the bathroom (since we're not supposed to get passes during class and there's not time between classes) and get down to the cafeteria. After being lectured on being late to lunch and wait in line for food, a student ends up with about five minutes of eating time. This, my friends, is a problem.

The issue is, how are we going to solve this? I don't know the answer but I do know that BLS is the most restrictive of all of the schedules I examined, and that a lot of precious time has been wasted, without coming up with a solution. By researching this subject I have discovered valuable information that the School Site Council and/or the administration could use as a stepping stone to design a plan agreeable to all. By taking a look at how other schools operate, we are bound to come up with a feasible solution for Latin School. I have faith that we can find it, after all, we are Boston Latin School, and we're supposed to be the best - aren't we?

<u>Schools</u>	<u>Time School Starts</u>	<u>Time School Ends</u>	<u>Locker Policy</u>	<u>Lunch</u>	<u>Periods per day</u>	<u>Time between Periods</u>
<u>Boston Latin</u>	7:45	2:05	Before & after school, min. during R5	around 20	7	3 min.
<u>Belmont Boston Latin Academy</u>	variable 7:25	variable 1:45	anytime between classes	no lunch 20 min.	variable 7	4 min. 3 min.
<u>Brookline Cambridge</u>	variable 8:05	variable 2:25	anytime	variable 25 min.	variable 7	5 min. 3 min.
<u>Fenway Hingham</u>	8:25 7:20	variable 1:52	no lockers between classes	25 min. 24 min.	variable 6	5 min. 4 min.
<u>Newton South Wellesley</u>	variable 8:10	variable 2:30	no restrictions between classes	during free blocks 35 min.	variable 6	5 min. 4 or 5 min.



# Rock the Block

By Ariana Sicairos, III  
Staff Writer

AIDS is caused by the Human Immunodeficiency Virus (HIV) which is found in blood, semen, vaginal secretions and breast milk. One can contract HIV by having unprotected vaginal, anal or oral sex, sharing hypodermic needles, and through blood to blood contact. An infant may get HIV from an HIV positive mother while in the womb or from breast feeding. The only way to be sure not to contract HIV is to abstain from sex and not to inject drugs.

On Sunday, November 9th, 1700 people came together to raise \$170,000 for AIDS. Now, why can't this occur more often? People got together, had fun, and most importantly, raised

money for a good cause. Perhaps the reason this particular event drew so many people was because there was an incentive. This was the incentive: being *told* to party in seven clubs on Lansdowne Street near Kenmore Square. I don't think anyone would give up this opportunity, and I certainly didn't. The seven clubs that were open were: Mama Kin, Lansdowne St. Playhouse, Avalon, Axis, Karma Club, Bill's Bar, and Jake's Ivory. From 5 to 10 p.m. all seven clubs were open to everyone who participated in 'Rock the Block.'

All night long there was also much entertainment. There were bands playing, people singing, and dance groups performing. Some of the bands and singers were Ms. Ginger Vitas, Steven Paul Perry, Garage Dogs, Boo Boo Kitty, The Sugar Twins, and Combustible

Edison. There were performances by Phunk Phenomenon, Rainbow Tribe, Girlz Night Out, and The Hip Hop Revolution. Although I did not get a chance to see all the bands and performances, the people that I have spoken to that saw them said that everything was excellent. The ones that I saw were also incredible.

In addition to having all the open clubs and the entertainment, there was also a safe sex shop at which some of the students from our school were working. The Safe Sex Shop had many different little booths. One of the booths had a demonstration on how to put a condom on correctly. At another, one could answer many questions about sex and AIDS and get prizes if answered correctly. The workers were also there to answer any questions that people might have about these two topics.

The entire evening was made possible by five main supporters: JAM'N 94.5, Newbury Comics, WBCN 104.3, Univision 27, and Curve by Liz Claiborne, along with the AIDS Action Committee. For those people that did not go this year, I strongly suggest that you plan on it for next year. This was only my second year doing it, but I plan on participating every year in the future. It is a great way to have fun and do good at the same time. For those adults that think this generation doesn't do any good, check us out now.....we contributed about \$100,000 of the \$170,000 raised. For the eager beavers that just can't wait until next year to do their part, feel free to call the AIDS Action Committee at 437-6200, or visit them at 131 Clarendon Street for more information.

## Word Up, Juniors

By Kathryn Greene, II  
Contributing Writer

All right, we all know the deal: junior year is the hardest and senior year is a breeze. However, this statement is not entirely true. Many of this year's seniors say that the first two terms, so far, have been much harder and more stressful than their whole junior year. While your teachers and individual abilities have an impact on this statement's verity, one thing is certain - you *can* prepare for your senior year now. I'm not saying that everyone should send in really early college applications, but here are some suggestions to help you prepare.

1. Grades. Everyone knows they're important: you can't just slack off and expect really good grades. You have to work for them and study, and if you have problems understanding, you have to go to the teacher or guidance counselor and get whatever help you need.

2. Attend Class. This is *semi*-important, since it is hard to get good grades if you don't go to class.

3. Teachers. I know they may annoy you beyond belief, but you'll have to find some way to get on their good side if you want them to write you that great recommendation for the college of your choice next year.

4. Participate. By participating in class you learn more, and even if you get an answer wrong. Like they say, you learn from your mistakes. Plus the sheer fact that you tried will earn you big bonus points from your teacher!

5. Guidance. The guidance counselors are there to help. They can supply you with due dates for registering for the SAT I's or II's. It is also important to try to make yourself

known to them - that way next year they will know who you are when you actually end up going to them for guidance.

6. Extra-curricular Activities. As it is, many of us are swamped with hours of homework teachers assign each night, but extra-curriculars do improve applications. They help for scholarships and colleges - the more you have, the better. Many seniors suggest taking an active role in a club now, so that when next year comes you won't be struggling to find out about clubs to fill the empty spaces on the applications.

7. College. Now, like I said before, I don't want you to send in applications now - just think about colleges that interest you. There are many out there including the one that is perfect for you. February and April vacations may be good times to visit colleges. This way you can get tours and see the students on a regular day. During the summer you should be narrowing down your list, and when senior year comes, revisit the colleges that you have remaining and then send in your applications.

That is just a quick summary of the college process: it doesn't begin to tell you the deadlines for SAT I's and II's or A.P. exams or any of the other stress-related issues that go with junior year. However this article isn't supposed to do that, I just want to let you know that much is expected of you this year and next year. Procrastinating is the worst thing to do. You ought to sit down one afternoon and develop your own timeline, if you haven't already done so.

To end on a happy note - I would like to leave the juniors with a helpful hint from a considerate senior: "Catch up on sleep during the summer, you'll need it because you won't get any next year!"

## Class Size

By Lucy T. Shum, II  
Editorial Board Associate

Did you ever wonder why class size varies so much, especially this year? If you have, keep reading and you'll find out why. Did you ever notice that some of your classes' chairs are all occupied and warm, while other classes have half of their seats untouched and cold? This is due to the increase of the maximum number of students per class from twenty-eight to thirty-three. A total of four teachers were taken out of the BLS faculty to meet this alteration. Don't blame it on the school, because it was the district's decision.

As a student, I think that the addition of pupils in each class makes it harder for the students to fully participate and more difficult for the teachers to relate to their students. The schedule is another cause of such variation in class size. As you all know, almost everyone in the building has a different schedule, so matching classes is a problem. For example, there are two Spanish III Honors classes. One of them has eleven students, while the other has twenty-eight. Why they can't combine the two classes is a question asked too often. The only answer to it is - the schedule. The class might be made up of students from two different grades which complicates the scheduling. So in the end, the number of students in such a class is unpredictable. On top of this, Advanced Placement classes tend to be smaller because they are harder. Students sign up for them, depending on their strength and capability to manage the "college course".

On the contrary, the class (I, II, III. . .) size decreases as students are promoted each year. The exception is during freshmen year, when B-sies join the BLS student body. That class is actually the largest class in the school. Stress, moving out of Boston, the challenge, and better ranking opportunities may be some of the reasons for the decline of the number of students. Now, when it comes to transferring, these students are not allowed to attend the other exam schools. It is unknown which school most students transfer to. However, back in the "old days", a BLS student would most likely transfer to English High.

I'm sorry that we all have to put up with this class size and schedule, but I can guarantee a better schedule once you start college. So hold on tight and good luck until you survive this school!

## Out with Rank

By Ronaldo Rauseo-Ricupero, III  
Assistant News Editor

At the School Site Council, on December 8, Assistant Headmaster Haberstroh approached the Council with a proposal which would in theory abolish class rank. Through the system proposed, students would be assessed on the basis of a weighted GPA instead of rank and that this information is what would be sent to prospective colleges and universities.

For those of you who are unfamiliar with the GPA, the method is devised so that each letter grade is equated with a number value, usually based with a 4.0 being the highest possible, but with this proposal, an A+ would equal a 4.3 GPA in that an A+ at BLS is worth more than an A+ at other schools.

"It is harmful to sophomores and juniors because they are in competition with each other and not focused on work," was the statement given by Mr. Haberstroh regarding the present system. Through this new system, there would be a "weighted" GPA, in that student taking AP courses would receive

a bonus of one point and those taking honors courses would receive a .5 bonus in addition to their regular GPA. At the same time, however all six academic courses would be taken into account (i.e. Civics, and Computer Literacy, and any other six course, would receive the same weight as an English course.)

It is not to be said, however that there will be no rank, for a rank will be given based on the weighted GPA, and only then at the end of senior year.

This system would provide for a "check up" on each student, with the cumulative GPA's given to each student at the end of each high school academic year, which would allow, says Mr. Haberstroh, students to get a better sense of how they are doing so that we would be able to help them raise their GPA before senior and junior year, when in many cases, it is already too late.

"The problem with the present rank is that through the years when problems have arisen the system has been bandaged instead of re-evaluated and changed across the board." For example, when the sixth course was added to the

Latin curriculum twenty-one years ago it was not taken into account in the calculation due to tradition.

An interesting twelve page report was given out, illustrating the fact that, contrary to what you may think, this does shake things up a bit. For example, it is possible for a student to get straight A's, an F in the sixth course, and still be rank number one. With the new system, that would not be possible. For this year's class, the person who is ranked twelve actually has the second highest GPA.

This is a highly controversial topic, and after further studies and investigation to be performed and presented at the February School Site Council Meeting by the Office of the Registrar. After this presentation, the members of Council and voted upon in the April meeting and would be implemented next year.

If you have any comments, feedback, suggestions, input, ideas or opinions about this issue, please see Ronaldo Rausco-Ricupero, Student Representative to the School Site Council in 221 to have your voice heard.



## Penny for My Thoughts

By Christina Schiavoni, I  
Contributing Writer

"Hey, Oxfam girl! Come here – we got something for you!" I glanced skeptically at the group of smirking boys seated near the lunch line. Wondering what prank they were up to, I wheeled my cart toward them. Their donation actually did fill my hands with cookie crumbs, that is. In an attempt to "rise above the situation," I nonchalantly dug out the few pennies in the midst of the crumbs, brushed them off, then added them to the others as I wheeled away. Well, I guess I didn't "rise" high enough, for their laughter and remarks brought me right back to their table. "If world hunger really is that amusing to you, then that's just sad," I said, trying to restrain myself. Then a particularly witty one of them snorted back between bites of his lunch, "Do you really think that these stupid pennies will add up to anything? I bet your three dollar donation is gonna make a real big difference!" Little did he know...

World hunger and the attempt to end it is nothing to laugh about, especially for those of us who are well-fed. In fact, 800 million people, locally and across the globe,



do not get enough to eat. The consumption patterns of affluent communities are linked to this cycle of poverty, hunger and environmental destruction. Over-consumption by the populations of industrialized countries, including the United States, results in an unfair distribution of food, and threatens to deplete fossil fuels and other finite natural resources.

To draw attention to these issues, the recently-formed SEAL (Society, Earth, Animals: Life) joined the non-profit organi-

zation Oxfam America in its annual campaign "Fast For a World Harvest." Given the already crammed BLS scheduling, SEAL opted for an 8-day penny drive as a fundraiser and consciousness-raising event. A huge green banner, assembled by SEAL members, greeted the hungry cafeteria hordes each day and provided a backdrop for what will hopefully become an annual fall event. To spur competition, the donations of pennies, silver coins and dollar bills were collected in large plastic bottles according to

class. Points were added for pennies donated and subtracted for silver and dollars dumped into containers by students from other classes. For several days, the sixties and juniors were the major recipients of nickels, dimes and quarters until it became apparent that the seniors were piling up the copper. Despite a late flood of silver into the Class I container, the seniors pulled away from the sophomores as the top fundraisers.

The penny competition was one of SEAL's first major events and shows what can be accomplished with enthusiasm, planning and dedication. Club members sacrificed an incredible amount of time and energy (and lunches), but no one group can claim full credit for the competition's success. From the sophomore who hauled in two huge sock loads of coins, to Ms. Kelley and the rest of administration who encouraged us, to the table of students who put up with the banner dangling over their heads, many members of BLS helped out in their own unique ways. Oh, and as for the wise guys with their handfuls of crumbs and derisive comments, they might be surprised to learn that BLS raised \$1,218.74 for world hunger. Those "stupid pennies" really do add up!

## School Site Council Update

By Ronaldo Rauseo-Ricupero, III  
Assistant News Editor

On November 3, the Boston Latin School Site Council had its third meeting of the year. Although it was brief, many important school issues were addressed. The first main issue was that of the schedule. The Headmaster's proposal, which was approved by the Council at the previous meeting, was to be put to a vote by the faculty on November 6. The council was not very optimistic, due to the fact that the only members who had voted against the proposal in the first place were faculty.

Next came the issues of the sophomore semi-formal and junior prom. A proposal was submitted to the council regarding the semi, detailing methods through which a "zero tolerance" policy would be implemented. Some measures included strict ticket control with numbered stubs, security guards, no limousines, emphasis on semi-formal dress, BLS students only, and a penalty of the cancellation of the junior prom if the stipulations aren't met. The council, with these new developments, gave a go-ahead to the

semi. No representatives of the junior class attended the meeting, and therefore that issue was not addressed.

Next, a presentation was made by Mr. Shluzas about the Teach Boston/Future Educators of America Club, which are unified in the Latin School. Although in its early stages, and despite the relatively small membership, the club has participated in many educational experiences, which train the members in their pursuits of careers in the realm of education, such as the judging of a science fair at the Cannon Elementary School. They also plan to participate in a "teacher's shadow day" program at the Farragut School as a follow-up to their visit in October. On a larger scale, they sent three students to the FEA National Convention last year, a tradition they hope to keep if not expand, and intend to set up alliances with area colleges to seek financial aid for prospective teachers. If you are interested in this quickly-evolving club, please contact Mr. Shluzas for more information.

Finally, at the close of the third meeting, some updates were made on an old news issue. Regarding the construc-

tion of the addition to the building, the project manager and architect were selected, and project preparations will be underway this month, with specific planning having begun on November 5. As a note, the budget for the school was in production by November 15, and in the new year there will be a committee formed specifically to address the scheduling problems, and will include the suggestions from the student, parent, faculty, and administrative aspects of the dilemma.

Finally, the council wished to recognize the tremendous accomplishments and achievements of Mr. Estabrooks, Head of the Science Department, for his distinction as the National Association of Science Teachers' Educator of the Year. Sincerest congratulations are extended on behalf of the school community.

The next meeting of the School Site Council was held on Dec 8. This meeting was rather interesting, due to the fact that there were a large number of issues addressed which are very important to the future of the Latin School.

The first item on the agenda was that of the GPA. Mr. Haberstroh brought to the council a proposal through which students would be assessed on the basis of a weighted GPA (see other article). Reports were submitted to the counsel explaining the method but Mr. Haberstroh was sent back to gather some more information on different statistics about the students which this new proposal would affect. This information will be returned and voted upon at the April meeting.

The next issue was the budget, and a sub-committee was formed to deal with this. The budget will have been completed by the end of the week of December 8th through much work and diligent on the part of the committee.

Next came an update on the building's renovation. The architect construction firm, and project manager were selected and input by the headmaster, Mr. Haberstroh, and a representative of the office of the superintendent have been considered and the project is expected to be finished in the year 2001. Look for more updates in the future issues.

## The BLS Technology Committee: Facing the Future

Reprinted from the BLS Foundation  
Alumni Bulletin with remarks  
by Ronaldo Rauseo-Ricupero, III  
Assistant News Editor

One of the most successful new committees in school, and one of the most innovative, is the Technology Committee. Chaired by Ms. Pagos of the Classics Department, the Committee has been working diligently on the new and old computers, Internet connections, and the updating of old equipment. They have already had to manage, in the words of Chuck Longfield, "52 PCs, 23 Macs, 13 laser printers, 11 color and other printers, 3 scanners, and a whole lot of network drops [over 550]." In addition to the official BLS Web Page, which debuted in November, the Committee has a long term goal of having a computer, complete with network drops, in every room. They have been working hard on this since last year, with the help of several students (Seth Hardy, Dan Louie, Jonah Goldstein, Steven Wang, and Ed Hom), and have gained highly deserved praise from the BLS com-

munity, such as this article from the BLS Foundation Alumni Bulletin:

"When the BLS Technology Committee first got together, their goal was simple: bring the students of Boston Latin School up-to-date with technology.

Reaching that goal, they knew, would be anything but simple, especially with a committee comprised of very different constituencies: teachers, administrators, parents, students, and alumni."

"It took the better part of a year to work out the dynamics," says Chuck Longfield '74, a member of the Committee. "Who should run the meetings? How should decisions be made? But, by the end of the year, we were on a roll."

That roll, in fact, turned into a tidal wave, successfully bringing the technology capabilities of the Boston Latin School into the 20th century.

"At Boston Latin, we have the fame and the smart kids," explains Marianne Pagos, chair of the Committee. "We've just never had the right equipment."

Pagos, who has been teaching since 1984, said that the city of Boston does not lend itself to giving students what they need.

"At one point," she says, "we had 286 computers and not one of them could support Windows software." They were so old, she said, that students had to learn basic programming skills just to use them.

With the work of the Technology Committee, new hardware and software were bought. A subcommittee, driven by Longfield – owner of two technology-related companies – analyzed what kind of network the School needed. The Committee also began working with the guidance department and the college search center to improve the use of technology. It installed the library's multimedia center, it set up an official BLS Web Page and installed e-mail for all teachers and staff. And, it trained students and teachers in how to use the latest technology.

Now that the foundation is set, however, the Technology Committee hasn't

finished working hard.

"We have the infrastructure in place and many teachers are won over," says Ed Demore, a Technology Committee member and BLS parent. "What we have to do now is continue to develop the network, get more computers, and most important, we need to do the missionary work: seduce 105 teachers into really using the technology, every day, in their curriculum."

That will be the committee's long term goal this year, explains Longfield. "We need to translate the investment in technology," he says, "into greater improvements in the instruction and support of students."

If you are interested in this exciting project, the meetings are on the first Tuesday of every month in the library at 2:30 PM; all faculty and staff are welcome come to help. In the words of Jonah Goldstein, one of the student members, "If we use the technology and funds already in place effectively, then we will be able to have the tools necessary to bring this school into the 20th century."



# Friends and Shelters for Teens

By Cecilia Ding, I  
Contributing Writer

Who are we: We are the first teen-run corporation based on the corporate law of the state of Delaware. We, the teens of FAST, want to take upon the serious responsibility of running a company.

Why are we here: There is no doubt about it, DOMESTIC VIOLENCE HAS BEEN INSTITUTIONALIZED IN OUR SOCIETY. We have gathered together to raise awareness about the severity of the problem of domestic violence in our society, to gather support, to provide more help for domestic violence victims, and to prevent future generations from repeating the present crisis for domestic violence. Domestic violence is a problem that affects several aspects of society—relationships, family, children, and personal safety. The present rate of occurrence of domestic violence is scandalous, yet not many know about it; even if some do, they ignore it. Only a few dedicated individuals have contributed their effort in improving the situation, yet the problem is too overwhelming for the small number of caring individuals. In Massachusetts, there are a total of about 400 beds for battered women, yet in 1995 alone, the Women's Hotline received about 92,000 phone calls from battered women requesting help. The mere 400 beds available are scattered over 32 shelters, and ironically there are about 3 times as many shelters for animals. Yet, statistics have repeatedly told us that every nine seconds a woman is beaten. All these facts make us unable to deny the institutionalization of domestic violence in our society.

FAST teens have decided that since our parents' generation has not done much to improve the situation for their own generation or for the generations to come, then we have to do something to rescue ourselves from this crisis. Already we see the effects of this social disease on our peers, which makes us fear for ourselves and the generation after us. Last year alone in Massachusetts, there were 900 restraining orders taken out by teenage girls against their abusive boyfriends. What makes the situation even more dangerous is the teen population increase predicted by the U.S. Department of Education. The Department of Education has warned places like Massachusetts of an increase up to 28% in middle and high school enrollment in the next 10 years, which inevitably means a 28% increase in teen population. This piece of data only threatens us with more young criminals who will more likely be involved in domestic violence situations in our communities.

We want to see the legislature pass laws that provides actual assistance to domestic violence victims, and laws that direct punishment toward teenage

criminals. We hear many public officials denouncing domestic violence as an intolerable crime, yet no laws have been passed to give support to the victims. FAST wants the legislature to demand that each city provide shelter rooms that accommodate the number of battered women in the crime reports and statistics. FAST also works to pass laws that direct punishment towards teen criminals. Many recent heinous crimes committed by teenagers have grabbed the attention of some government officials. Unfortunately, all the "help" we have seen so far is more discussion of punitive measures like the death penalty or adult trial for teens, and more stereotypes of our generation as a failure. FAST has a message for the community: we believe criminals are not born, but created. Parents are the people responsible for instilling values and beliefs in their children—they are endowed with the natural obligation to make their children a healthy addition to society. Therefore, FAST teens want the legislators to pass a law that demands that parents take responsibility for their children's transgressions, unless the parents present enough evidence to prove they have not practiced "Abusive Parenting,"—which is a term coined by FAST and refers to parental neglect, physical abuse and any other action that would be an unhealthy influence. This law will not only put the spotlight on the irresponsible parents, but the unhealthy community that the young criminal lives in. This will in turn urge public officials to find ways of improving unhealthy factors in that particular community. FAST teens are here to prove we are a responsible generation. We want to break the stereotype of generation X, and be the "A generation."

FAST is designed to be an ongoing program to serve the needs of teenagers. The Massachusetts Chapter of FAST will be divided into three phases:

*The first phase, has four major goals:*

1. To raise awareness about the domestic violence crisis, among teenagers as well as our government officials.
2. To gather support and resources to set up the FAST headquarters as a self-supporting agency.
3. To research and organize educational materials for future prevention programs directly serving teenagers.
4. To recruit more capable teenagers in preparation for the second phase of FAST.

*The second phase, upon the completion of the foundation in the first phase, is consisted of mainly two elements:*

1. With the support and resource of FAST headquarters, setup FAST offices in the major cities of Massachusetts.
2. Model foundation, development and management of these FAST branch offices after the FAST office at

Boston, with adjustments necessary for changes in geography or any other situation.

*The third phase, dependent upon the effort of FAST branch offices, will be: accomplishing the ultimate goal of FAST by setting up specific domestic violence prevention programs in all the neighborhoods of all the FAST branch offices.*

1. These FAST prevention programs will be established with the support, resources and teens of FAST branch offices.
2. The programs can vary accordingly to the needs of different neighborhoods as understood by FAST teens. It could be a teen-counseling program, a youth board, a hotline or an after-school program—whatever serves the purpose of spreading the anti-domestic violence message to and securing the safety of teenagers.

FAST was established on June 25th, 1997. It is a non-legal entity under the charter of the non-profit organization INA, Inc. (Increase Natural Ability). INA has been a place for many young leaders. The most outstanding ones include Ms. Leah Barrows, who was a TV producer at the age of 14, and led the Becoming A New Generation organization with a membership of about two hundred people; Ms. Cuong Lu, who started the first Asian-American shelter in Massachusetts, and promoted the issue of domestic violence on behalf of all victims by founding Friends For Shelter. FAST was primarily started in response to the need for prevention programs for domestic violence. It also offers teenagers business administration, marketing, and management experience that are not available to them in any of the other organizations.

The first two fundraising events of FAST "The Great Halloween Bash" at Bill's Bar in Boston, and the "Folk Against Domestic Violence I" at Finnegan's Wake in Cambridge, took place respectively on October 27th and November 1st, 1997. FAST has a TV production department which has been hosting a weekly live show on Cambridge Community Cable TV for the last three months. *New York Times Magazine*, *Boston Phoenix*, *Time*, and *Daily Press* have reported on the effort of FAST in working toward ending domestic violence.

There are a few dedicated and capable BLS students taking part in FAST: Sophia Cheng, Ronald Brankley and Mylor Francois, who will also be the first stockholders of FAST. FAST welcomes any motivated and intelligent student at BLS to participate. Don't miss this rare opportunity of being the founding group of the first teen corporation ever!

Please contact us at the office: (617) 867-0666 Monday through Saturday afternoons for appointments or questions, or email us: Fund4FAST@aol.com.

## The NHS Speaks

By Lauren Greene, I  
Features Editor

The National Honor Society (the *real* one) has been an institution revered and respected at the Latin School for many decades. Despite what some may believe, this society's membership is not solely made up of geeks, nerds and other brainiac types. There are jocks and dramatists and even some of us regular in-between people. Meetings are not spent discussing quantum physics or the urban realism-romanticism found in *Jane Eyre*. The National Honor Society is a club which performs meaningful and helpful services for the school and the Boston community. Who are these fabulous and brilliant people? Who are the well-dressed, wonderfully patient tour guides who blabber on incessantly to parents? They are NHS students. Who are the students tutoring underclassmen in subjects afterschool and during free periods? NHS members, again. They also assist in various fund raisers and events for the school's benefit. That lovely wrapping paper and Gold C Coupon Books, —NHS students were the ones who sold two in order to make up for the slackers who never even sold

one.

Though some may see these activities as "boring" and "cheesy," they are actually full of advantages. Giving tours is not only a good way to get out of a very tedious study with a very strict dictatorial-type teacher, but also it can be fun to walk around the school and pretend to know what you are talking about. Offering to tutor students afterschool is a rewarding job in itself, and those hours tutoring may be added up to subtract a few days off our sign-out date, multiplying the days spent on summer vacation! As for selling fundraising items, not only are you honing in on your potential sales skills, but the money goes to benefiting us: the sports teams, the drama club, the science labs, and the scholarship funds.

By now you are thinking to yourself, okay, how exactly can I get into this fabulous club? Well I am here to answer your questions! For those who are not familiar with the process, let me break it down for you. The top students from the senior and junior class are selected. They receive a sheet on which they fill out items concerning academic achievements (approbation, National Latin Exam, Fidelity Award), extra-curricular activities (sports teams, clubs, music les-

sons, *Argo*) and volunteer work (baby-sitting younger siblings, helping at shelters). Grades are measured and weighed and activities are also considered. Two parts to the application which are sometimes forgotten about are teachers' recommendations and attendance. Attendance records are taken into account for induction into the NHS. If a student has a record of several unexcused tardies or absences, then the chances of being accepted are slightly slimmer than for a student with better attendance. Also, teachers are asked to comment on a candidate's behavior in class, cooperation, constructiveness, and participation in class. All of these factors are piled together and looked at. Then comes the difficult decision of selecting new inductees. A word to the wise: if you are rejected at first, don't lose heart. You can apply a second and even a third time. The key steps are to improve your grades, wake up early, be polite to your teachers and spend some Saturdays at a shelter or hospital. Then you too can walk across the stage, shake hands with Mr. Contompasis, and receive a pretty new pin. Just be sure you don't trip!



# The Case for Vegetarianism

By Zoë Liou, III  
Staff Writer

As tofu pups and soy milk become increasingly common sights in mainstream supermarkets, vegetarianism is more widely accepted than ever before. Still, there are a great number of misconceptions about this lifestyle, and the vast majority of people remain unaware of the reasons why 7% of Americans have chosen not to eat meat.

First, it is important to define a few terms. A vegetarian is a person who doesn't eat meat, poultry, fish or seafood. Some vegetarians eat dairy products and/or eggs. Vegans are vegetarians who eat no animal products whatsoever - no meat, dairy, or eggs.

Second, vegetarianism is often alleged to be a recent, short-lived food fad. This is simply not so. The list of vegetarians through the centuries includes Plato, Pythagoras, Mahatma Gandhi, Albert Einstein, Dexter Scott King (son of Dr. Martin Luther King, Jr.), Dr. Albert Schweitzer, Henry David Thoreau, Jerry Garcia, Paul and Linda McCartney, Natalie Merchant, Steve Martin, Sara Gilbert (of the TV series Roseanne), Berke Breathed (cartoonist), Surya Bonaly, Kim Basinger, Phylicia Rashad, Carl Sagan, Lisa Simpson, Buddha, Grace Slick (of Jefferson Airplane), Prince, Leo Tolstoy, and Dustin Hoffman. And this list is by no means conclusive.

So, why have so many people chosen to go meatless? One of the most compelling reasons is animal rights. Animals bred for food are kept in miserable conditions, and are treated as objects rather than as sentient beings capable of suffering. I visited a chicken farm on one occasion, and what I saw was horrific. Thousands of chickens were crowded so tightly into cages that they could not move. As the owner of the farm explained to me, he had removed their beaks - and he did so without anesthesia - so that they would not attack each other. Still, many of the birds were missing eyes. Several of the chickens' toes had actually grown around the wires of the cages, and the bodies of the dead lay beneath clucking, panicked masses who wallowed in their own excrement.

Death is no gentle relief for chickens raised on these "factory farms." They are shocked before having their throats cut, but the amount of electricity used is not nearly enough to make them unconscious; it only induces paralysis for the convenience of the slaughterers. Other animals bred for food are no more fortunate.

Still, some would dismiss such cruelty. "After all," they say, "nature is cruel. Animals aren't human and they kill each other without any qualms." Yes, nature is cruel. But each of us has the ability to choose whether we want to inflict pain on others. No, animals aren't human. However, humans are animals, and we feel many of the same emotions and sensations, including pain and fear, that pigs, cows, fish, and birds do. Few would attempt to justify such treatment of their fellow people.

Concern for human welfare is another reason to choose vegetarianism. Meat is a major cause of world hunger; the President's Science Advisory Committee declared that 15 vegetarians could be fed on the produce grown on the amount of land necessary to feed one meat eater. If the plants fed to livestock animals were eaten directly by humans, it would be possible to feed all of the starving people worldwide.

Furthermore, vegetarianism is better for the environment. The vast majority of disappearing rain forest lands are cleared for the purpose of growing food for livestock. Roughly 4,000 gallons of water must be used to produce a day's worth of food for a meat eater, while a vegan requires only 300 gallons, and a vegetarian eating eggs and dairy products needs 1,200 gallons.

During my three years as a vegetarian, I have been approached countless times by concerned individuals who inquire incredulously, "So what do you eat? Do vegetarians really get enough nutrition?"

To dispel some of the common myths, vegetarians are generally not malnourished waifs. In fact, a meatless diet has been shown to prevent heart disease, cancer, and obesity, so many vegetarians are actually healthier than their carnivorous counterparts. 47% of American vegetarians name health as the primary reason for their dietary change.

The image of vegetarian meals as platefuls of slimy tofu and bland steamed vegetables, heaped with germ and nutritional yeast, is also fallacious. Because our culture's dishes are traditionally meat-based, the general public is usually just unaware of the many options available, and new vegetarians are pleasantly surprised by the foods they discover. Indian, Ethiopian, and Middle Eastern cuisines are resplendent with exotic and nutritious meatless dishes. Adaptations of American dishes can also be much better than the original versions. I remember eating at a vegan restaurant for the first time, and being amazed by a rich, spicy shepherd's pie with potatoes, carrots, onions, and seitan - a wheat-derived meat substitute - in place of meat. It lacked the heavy greasiness of the traditional version, and the flavors seemed more vibrant.

Vegetarianism is not only a healthy alternative to a meat-based diet; it is a powerful way to combat cruelty to animals, human suffering, and the destruction of our planet. By opting for vegetarian meals, you can participate in effective activism every time you eat.

## The Sign Lady

By Charles Arris, I  
Contributing Writer

While walking down the senior hallway perhaps you've noticed the purple "Senior Pride" bulletin board or the senior countdown calendar or the blown-up pictures from Halloween. This is the handiwork of none other than our resident "Sign Lady," Ms. Karen Kohr. For the past six years, Ms. Kohr has worked in the BLS community as a sign language interpreter for Dare Oyedele, a proud member of the class of 1998. However, Ms. Kohr is much more than just a sign language interpreter

for the class of 1998. She herself is a member of the Class of 1998 and is well known for her forever cheery and bright disposition. She is the founder of the Senior Attitude Adjustment Council (S.A.A.C.). If you need to be "S.A.A.C.ed", she'll gladly oblige. Ms. Kohr has become a great friend to the members of the class of 1998. She will most definitely be missed. However, we will always be able to take her helpful advice everywhere we go. We'll use it when we are feeling overwhelmed: "Breathe! Breathe! It's much easier to read the words when your face isn't turning blue!"

## Mr. Summers

By Santosh Ganesan, III  
Contributing Writer

Since we are students of Boston Latin School, we generally do not know about everything that goes on. There seem to be a million things that can go on all around you, so you might wonder just who plans everything. They seem to be the people in the office, but who they are and what they do while you go from class to class is quite interesting. During a recent interview with an administrative intern named Mr. Donald Summers, I got a unique glimpse at his and other administrators' jobs and the work they do.

Mr. Summers came here this year as an administrative intern from Harvard University to learn how to be a school official. The amount of work required to even get where he is now is astounding. His curriculum consisted mainly of business skills and administrative classes and an internship where a certain amount of time spent in a school is required. After a half-dozen interviews with several local schools, he was accepted as an intern for a year by our own Boston Latin School, BLS being his first choice. Mr. Summers seemed ecstatic about accomplishing his latest feat of being accepted to the best school.

After graduating in 1990 from Middlebury College, Mr. Summers decided to become an author for 4 years simply because he liked it. "I basically loved novels and didn't mind writing them either." He began a career as an English teacher at a Florida military academy, then taught English in China for a couple of years. Mr. Summers has since been to 8 foreign countries. He also worked on Wall Street and likened the disciplinary attitude to Latin School. "High school and college were a real grind, but I realized that after all that hard work I could do anything I wanted." Mr. Summers told me that he first wanted to be a lawyer, but chose education because of his prior experience in it. I found that fascinating.

Presently, he works as an intern helping and studying what is needed to run a successful school. He has also found time for a full course load, specifically art, literature, finance, and school reform law. When asked the difference between a student teacher or teaching intern and himself, Mr. Summers simply states that his job requires knowledge of an entire school instead of a particular area of expertise.

Eventually, Mr. Summers hopes that all his work will pay off with a job as a school principal. In fact, from observing the school he thinks he knows what it takes. "I think a successful administrator needs to be an excellent communicator, open and honest, organized, and someone who has to ask and solve difficult questions. An administrator needs a sense of humor most of all." When asked about running a successful school, he thinks he has already got that one solved, too. "A successful school first of all needs some sort of vision; the people who run it have to know where they are and where they want to be. I think more importantly though, that it needs a strong tie to the community."

Personally, I found Mr. Summers to be a man who knew what he wanted to do and how he was going to do it. His work ethic is amazing and I for sure would not be surprised if he becomes very successful very fast. He seems like a person who wants to help education in a particular community and would not mind working hard for it either.

## Alternatives to Sleep

By Lauren Greene, I  
Features Editor

As the Christmas vacation draws closer, many people are focused on spending their break sleeping, eating, and sleeping again. While there are those who could use this time to catch up on the lost hours, there are those industrious, energizer bunnies who have to do something. Believe it or not there are activities in and around Boston which can be fun and interesting ways of killing a few afternoons. First off, for those who complain that there is nothing new to do, hello people! We are living in one of the busiest cities in the country. People from far off places, such as Medfield, spend hours on the commuter rail or highway to come to Boston. There are a multitude of things to do besides chill at Copley or Harvard Square. For example, roaming around in the Museum of Fine Arts is one way to spend an afternoon. I know that for some of you, museums seem to be built for the sole purpose of field trips, but au contraire! The MFA has many fascinating exhibits and presentations to look at. Right now, famous works of the artist Pablo Picasso are being showcased. Picasso's paintings are amazing to look at, but even if his style doesn't catch your eye, there are many other rooms with sculptures and paintings and drawings from the present to the 1500s and even farther back. In the other direction there is the Isabella Stewart Gardner Museum, which not only displays beautiful artwork, but the building itself is gorgeous. Who knows; if one of the styles you see really grabs you, maybe some extra credit for a class could be a possibility!

Some people think that you can only be young once. Well, whether or not this is true, you can still experience the fun of youth at museums like the Science Museum, the Aquarium and the Children's Mu-

seum. While these may seem like activities your younger siblings might enjoy more than you, older kids can have fun too. People of any age can enjoy running up and down the musical stairs at the Science Museum, and the Omni Theatre always has exciting movies. The Aquarium is one of the greatest places in Boston. Even if marine biology is not your desired field of study, you can still ooh and aah over the bright, many-colored tropical fish and press your face up against the glass and make guppy faces at the fish swimming by. You can even watch sharks stalk the smaller fish, for those who might enjoy that sort of thing. Even though they may not admit it, everyone, even teenagers, can enjoy the Children's Museum. What other place lets you blow bubbles in other people's faces, climb up jungle gyms, make your own movie and doesn't mind if you walk around without your shoes on?

Finally, YMCAs all over Boston are open during vacation. The ice skating season has officially opened and Y facilities also include basketball courts, swimming pools, and weight-lifting rooms. Find a friend with a membership and tag along next time they go. It is cheap and definitely a healthy way to spend your vacation. Also places like Blue Hills Reservation are opened for outdoor adventures such as hiking, and depending on the weather, downhill and cross-country skiing. A little closer to the city, one can spend time in the Boston Common or at the Arboretum for outdoor fun.

Of course there are always the usual attractions such as shopping and movies, but a change of scenery is nice every once in a while. The best thing about these places is that if you are one of the unlucky ones who is stuck baby-sitting younger brothers and sisters during vacation, you can take them to these places and enjoy them too.

Hey, it's better than watching Barney marathons.



# Iraq

By William Young, II  
Staff Writer

In a small nation six thousand miles from the shores of America, a dictator rules with an iron hand. The USS Nimitz and the USS Washington, aircraft carriers, each sit offshore with fifty attack jets ready to strike the coasts. The dictator, Saddam Hussein, since his defeat to United Nations forces six years ago in the Gulf War, has been subject to weapons inspections by a U.N. panel. A few weeks ago Hussein issued an edict to the U.N. He refused to let the Americans in the panel investigate Iraqi systems, on the basis that everything they saw was being reported to the American intelligence apparatus.

Saddam Hussein has ruled Iraq for over a decade and a half. He has secured his position as the leader of his oil-rich nation through force, yet a great many of his citizens adulate him, adore him, and respect him. He fought an extensive war in the late seventies and early eighties with his Iran in which both countries are supposed to have used chemical warfare, though neither admits it. Many US government officials assume Hussein is trying to develop nuclear weapons, and has been portrayed by the American media as an insane, aggressive, ruthless man. He has territorial ambitions, and he is power-hungry.

In 1989 Hussein declared Kuwait, a tiny, oil rich country on the southeast border of Iraq, situated on the Persian Gulf to be Iraq's 19th province. Kuwait has as much oil as Iraq does, but is only one twentieth of the size. Hussein and his elite Republican Guard occupied the smaller nation, and threatened Saudi Arabia, on the southern border. The U.N. ordered Hussein to withdraw his troops from the country but the dictator refused. The U.S., the U.K., and Canada, as well as a number of troops from Saudi Arabia, Israel, and Jordan led a U.N. invasion of first Kuwait, and then Iraq. The overwhelming military might of the coalition defeated the Soviet-era machines of Iraq and the Iraqi army was driven back almost all the way to their capitol, Baghdad, before the US State Department advised the leaders to allow Saddam to keep his nation (and his life).

The State Department felt that Hussein, as a cruel and ruthless dictator, was far preferable to anything else that might take over power in Iraq, and thus persuaded the U.N. to leave Hussein in power, ignoring the pleas for assistance from a small, rebellious race in the northern provinces, the Kurds. The U.N. detailed a peace

treaty, forcing Iraq to submit to trade sanctions, no-fly zones, and weapons inspections. Within months, the sanctions were lifted lightly in a "food for oil" program, by which the Iraqis could export oil and receive food and medicine in return. Hussein used some of his left-over chemical weapons to gas the Kurdish population. The American perfidy towards eliminating Iraq's threat to it's neighbors left Hussein in power.

Recently Hussein has been chafing under the restrictions. He is obviously trying to cause a rift in his enemies' alliance. He has forbidden US arms inspectors from doing their jobs. Though he halted his outright ban

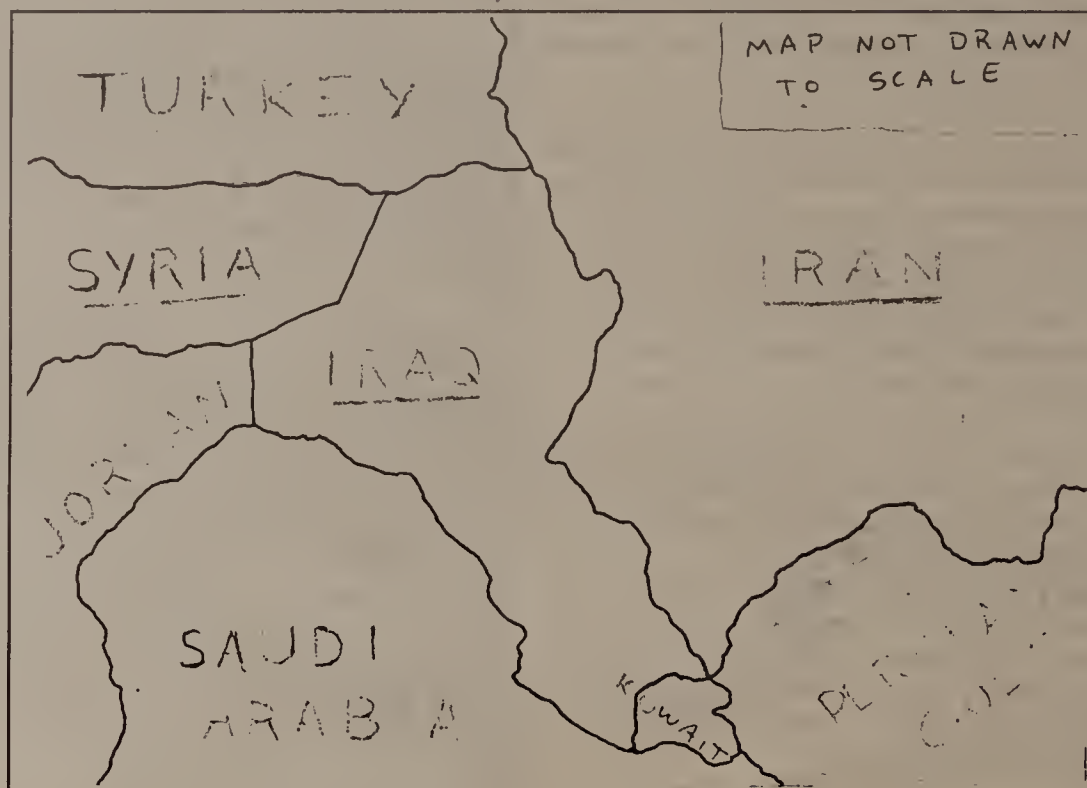
Soviet-backed North Vietnamese. The North Vietnamese won. We lost tens of thousands of young men, and hundreds of thousands more were injured. We could not enter a full-scale war, for the Soviets would feel compelled to join in on behalf of our enemies, and the two largest powers on earth could not go to war. The results would have been unthinkable.

Now our deadliest enemy is our ally, and all the acknowledged nuclear powers are trying to work together in order to deal with Saddam Hussein. However, each country on the U.N. security panel is looking out for it's own interests. So France and Russia are unwilling to fight, China and the U.K. are willing to fight if necessary, and the U.S. is attempting to take a hard-line, bellicose stand. Perhaps another war will occur, but it seems unlikely. For now, all that appears likely is a continuation of the economic sanctions. Saddam will stay in power, and the U.N. will ignore his tyranny.

Most of the experts who work for the U.S. government surmise that Hussein only started the recent conflagrations in order to force his opponents hands and have the economic sanctions removed. This is an obvious assumption, but there may be a second motive. Hussein felt that factions within his country, probably in the military, were threatening him. In order to secure his grasp on his beleaguered nation, he forced a short standoff with the West. He needed to show his own people that he was trying to return the well oiled state to its former

prosperity. Before the Gulf War, his people had been modernizing their country. Like the rest of the Persian Gulf countries, Iraq was growing rich on its oil exports. Hussein decided he wanted to gain control of even more oil by invading Kuwait, but his plan backfired. His nation was left without the ability to export oil, and there are surely people with some political or military power who would rather have Hussein dead than in office.

Despite all this, the U.S. should not back down from a conflict if the despot wants to challenge her. The President should not allow the U.N. to lift the sanctions on Iraq. He should force Hussein to accept weapons inspectors. The United States is a bastion of freedom, and the only world Superpower. We should not let anyone threaten our national security for fear of looking imperialistic. Our allies good will won't matter a bit when Hussein starts launching missiles filled with VX gas. We must defend ourselves, and if that means being unkind to Iraq, so be it.



on inspectors on Nov. 21, he is still hindering the inspectors jobs. He has been a thorn in President Clinton's foreign policy, and a general annoyance to the rest of the U.N. However, none of his actions are brazen enough to invite military repercussions. The U.N. voted on Nov. 12 to impose travel bans on Iraqi officials. Travel bans are not enough.

America has invaded hostile countries before without declaring war, but rarely outside of the Western Hemisphere. Nicaragua, Panama, and Cuba have all been attacked by American or American-backed forces. However, Nicaragua and Panama were near neighbors of the U.S. and did not have allies to prevent their governments from failing. Cuba did, and America faced embarrassment and criticism from our allies, and the threat of nuclear weapons from our deadliest enemy, the U.S.S.R. The most grievous error in invading smaller countries was the land war with Vietnam. For more than a decade, we backed the south Vietnamese against the Communist,

## Death Penalty

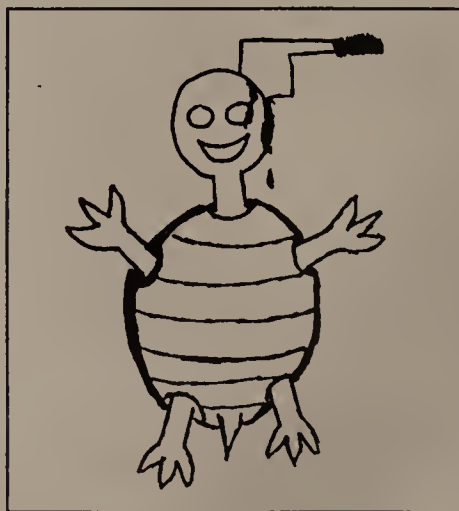
By Daniel Gelbtuch, II  
Staff Writer

During the last couple of months the question of reinstating the death penalty in Massachusetts has resurfaced. As a reaction to the grizzly murder of Jeffrey Curley there has been a sudden rise of support for the death penalty. Advocates are crying out for (supposed) justice which they say can only be achieved by killing the killers. They feel that the death penalty must be reinstated to give justice to the victims' families. However, this supposed justice must be scrutinized for what it really is, revenge. The blood of the killers given for the blood of the killed. I refuse to believe that this is the way laws should be formed in this fine state. Law must be made based on morality and on they affect society. The sudden influx of pro death penalty sentiment is not based on these things but on emotion; the want

for revenge. I'm not denying that the events surrounding Curley's murder aren't horrendous and hideous but I don't feel that important laws, such as the death penalty, should be enacted as a result of the emotions felt toward a single crime. This crime changed the opinions of many people around the state causing a rise of popularity for its re-enactment. However, people must step back from individual crimes (as appalling as they might be) and analyze law making rationally. Will the death penalty bring true justice to the victim's family? Will it deter crime in Massachusetts? Is it morally justifiable for the state to kill someone who has brutally taken another life? Or is revenge, sweet revenge the driving force behind the efforts for the re-enactment of the death penalty in Massachusetts?

Upon analyzing these questions I have concluded that in fact the sudden support of the death penalty is based on

revenge. The death penalty will not bring justice to the victims' families as the long



appeals process involved with the death penalty will reopen the wounds associated with the loss of their family member.

There is no proof that the death penalty will deter crime in Massachusetts as it has yet to do this in any states where it is in use. It is not morally justifiable for the state to kill someone who has been convicted of killing another. There has been countless cases where executions have been carried out to convicted killers and then the executed was proven innocent. The justice employed in our country is not flawless to justify the state killing. Depending on the wealth of the accused, the jury selection, race, gender, and countless other factors true justice may never really be achieved. This rational analyzation of the death penalty must take place in the minds of the many citizens who have seemingly jumped to support the proposal of the death penalty. Many are just getting carried away with intense feelings of revenge, this call for blood must not be the driving force behind law making.



# Met I

## Latin vs. English...

### is Good

By Matt Bennington, I  
Graphics Arts Editor

To start off, I would like to say that I am writing this at 12:35 AM at home, by myself. I have just spent more hours than I would care to remember writing my science project paper and finishing one of my college applications. I am tired and want to go to bed, but I know that I can't yet because there is still one more thing to do. I have noticed that the closer we get to graduation, there are students in this school that sleep. I'm talking about the final revisions of the term paper, the extra hours spent on the computer program or science project due the next day, the times when you get home at 7:00 after a track meet or football game or whatever, physically exhausted, and you still have homework to face, the one night research papers, the hours of studying (or half hour of cramming) and finally the scramble the next morning to get out the door and the struggle to keep it together on two hours of sleep. If you know what I'm talking about, raise your hand. OK, now put it down because you look strange raising your hand and reading a newspaper at the same time.

My point is that the BLS students that survive are the ones that work hard. We ought to be proud of ourselves. We deserve a lot of credit for what we do. So when it comes time to defend our school and ourselves, each and every one of us should be standing tall and defiant. We have earned our places in the spotlight, we deserve to be the best and anyone who wants to say otherwise will have to

*We deserve to  
be the best*

fight us tooth and nail to prove us wrong. You want to know why our alumni give us money? Because they believe in us. They know what it's like to work hard and fight for a place in the world. My uncle, a BLS grad, came to see the Thanksgiving Game against English High. It was the first game he had been able to make in years. He was the one to inform me that we had lost. I was disappointed, but then he told me that it had been a good game; he didn't mind the loss because he saw that we had played hard. So this time we didn't win—it's a bit of a blow to the school ego—nothing more. We went out there and gave it our best and we'll give it our best next year and the year after that.

As long as BLS students continue working hard, we will be the best, no matter what anyone else says. Our rivalry with other schools in anything we do, not just football, is our claim to fame and our proud Wolfpack howl against anyone that stands in our way. We don't need streamers and pom poms; we already have spirit without them. Now if you'll excuse me, it's 1:00 AM and I need to go read *King Lear*.

Matt is the Argo's tired yet  
happy Art Editor

### is Bad

By Ian Marlier, I  
Layout Editor

Watch a movie about school life in the 1950's, particularly a movie which has something to do with football. Look at the rivalries: the teams steal each other's mascots, they paint the other school their own team's colors, they kidnap each other's team stars and tie them up in basements.

Now compare the Latin-English rivalry. We don't steal anything; we don't kidnap people; we don't paint schools or people or anything else. Until the day before the game we could care less. We're boring beyond belief. What kind of a rivalry is this anyway?

A pretty foolish one, if you ask me.

I mean, really—No one, but no one truly cares whether or not we beat English. So we keep the streak alive; it doesn't give us any status, any stature. Since Boston has so many high schools, only a pitifully small portion of the city actually notices the game. Even the athletic director and head coach of the football team, Mr. Costello, seems not to care; at the alumni dinner two days before the game, he stood up at the podium and said "Well, we play English in two days. They have a good team this year and we don't, a situation we seem to be in more and more these days. We're going to try and keep the streak alive, and hopefully we might win."

How much more enthusiastic can you be? Of the people present at the dinner, I think two people laughed, a handful clapped, and one person yelled, "Yeah! Go English!" The fundraising aspect of making a joke of our once again having a pitiful team aside, what kind of a to-the-death rivalry doesn't even get the coach psyched for the game?

Once upon a time I suspect that the Latin-English game was a big deal. Back in the days before every team in the state had a Thanksgiving day rivalry, it was probably well-attended and very much an event. During the years English was located across the street, there may very well have been a bit of the school-painting and player-kidnapping mentioned above. But now that it isn't a rivalry, that the schools simply cannot be compared (our superiority having been long ago established), there is simply no point. No one knows the fight song, the football team has consistently poor records, and the competition for attention is the NFL.

I, however, being the brilliant guy that I am, have come up with a wonderful solution: ditch the Latin-English rivalry and replace it with a Latin-Latin rivalry. Competing against Latin Academy seems to make much more sense, since there is already some competition of an academic nature between the two schools, and therefore a basis of competition which goes above and beyond one game a year.

Besides, how cool can a school whose team is "the Blue" be. I, for one, would much rather beat "the Dragons."

Ian is the Argo's bitter and  
dejected Layout Editor

# Ethics in Sports . . . Or

## Lack Thereof

By Kristin Purdy, II  
Editorial Board Associate

It looks as if Dennis Rodman will finally have some serious competition for the All-Around Athletic Butthead Award.

On December 3rd, the Golden State Warrior's Latrell Sprewell reportedly assaulted his coach P.J. Carlesimo twice during practice. A press conference the next day revealed bruises and lacerations around the coach's neck. Initially suspended for ten days, Sprewell has since had the remainder of his four-year, 32-million-dollar contract with the Warriors terminated, and his original suspension has increased to a full year, by far the longest in NBA history. Eight days after the incident, Sprewell himself held a conference, stating, "I'm a good person and I've never had any situation like this come up before. My career didn't happen overnight and I don't feel it should be taken overnight." (source: Boston Globe 12/10/97) Furthermore, the players' union has rebelled against the decision and has filed grievances against the Warriors and the NBA itself. Sprewell has also acquired a lawyer, Johnny Cochran of O.J. Simpson fame, to aid him in his endeavor to regain his lost "livelihood."

Oh, please.

I truly can't decide which is more disgusting: Sprewell's act of complete immaturity, or the support he is receiving from NBA players. A teammate of Sprewell compared the action to "being in a fight and getting the death penalty." How could such a childish overblown comparison ever be made? Playing in the NBA is a privilege, not a right. As with

any other profession, it is governed by a code of ethics, which is to be obeyed. As with any other profession, if the employee does not follow that code of ethics, he may be fired at the employer's discretion. The amount of zeroes contained in a paycheck should serve as neither a detriment nor a benefit to the employee, and should have no effect on rules of conduct. An athlete is not a type of demi-god; he, too, is subject to regulations and punishment. It is this fact, this utterly simple fact, which seems to have been forgotten by professional athletes. A correlation has been established between the amount of money received in a season and the ability to commit acts of pure idiocy, both on and off the playing field. There are, of course, exceptions. Luckily, not every "superstar" beats his wife/girlfriend or coaches or teammates or opponents or members of the press or officials or fans or strangers in bars. However, those that do, should receive immediate suspension and termination of contract. Period.

As previously stated, there are some athletes who do not deserve the degradation of being grouped with these morons. Michael Jordan, Ken Griffey, Jr., Pete Sampras and Cal Ripken, Jr. have all demonstrated athletic superiority and sportsmanship on the field, and true character and role model behavior off it. These, and countless like them, are the true professional athletes. However, Latrell Sprewell has now joined the ranks of Rodman, Cordero, Bell, Tyson and all the other candidates for that All-Around Athletic Butthead Award. To these self-centered, selfish athletes: Grow up. Excellence is not solely derived from natural talent, but from self-control as well.

# School Vouchers

By Sarah Carter, I  
Forum Editor

There are a lot of kids in Boston who want to come to Boston Latin School. For many, coming to BLS means a chance at a college education, a chance to be challenged, a chance to have what other public high schools in Boston don't offer. I did not attend a public elementary school, but have many good friends who did. They turned out okay (most of my friends are unusually intelligent and well-behaved), but Boston Public Schools are far from okay. Throughout the city, there are too many kids and not enough resources to give each child what he or she needs. It is common knowledge that the new Superintendent Payzant and the principals of many Boston Schools are working to improve conditions. One proposed way to improve not the schools, but the situation of Boston parents and students, is through school vouchers.

If the distribution of school vouchers is adopted as a solution to the problems with Boston Public Schools, the city would be admitting defeat. At first glance it seems like a fair shake parents pay taxes and have the right to get their money's worth of education. But it's not fair to many students or to the system.

First a look at what vouchers would do to the BPS system. The students who would be left in public schools would fall into three categories: students of par-

ents who do not care or are prevented from understanding what is available to them because of language or cultural barriers; students with behavioral problems who could not be accepted into or stay in private schools; and students whose parents could not afford to make up the difference between the voucher and the education they may want for their child. The latter category also raises the "Separation of Church and State" issue. Most schools that would be within the range of a reasonable voucher (say \$3,000) are going to be parochial schools. There are very few reasonably priced private non denominational elementary institutions. I cannot think of one within a \$3,000 limit. Most cost at least twice that, some much more.

Any school derives its strength from the quality of its students. Thinking of my peers, who have spent the past eleven years in the BPS, I know that they, and those of us whose only time in the BPS will be four or six years at BLS, are the strength of the system. Why would one want to lure away the BPS' greatest asset? The students who would flourish in a private school are often the same students who would flourish in any system. Improve the schools, spend more money; address, don't avoid the problem. Regardless of what happens, some students will always be in public schools; why not make them better for everyone?



## Response

By Ian Marlier, I  
Layout Editor

I was hoping to avoid having to write a response column over the course of this year, as they generally mean that something has gone wrong. This one, however, is unavoidable. There are two issues to which I feel I must respond: the response to "M 'et' I" in the November issue of the *Argo* and Mr. O'Malley's letter to the editor.

First, on the issue of "M 'et' I." I have had numerous people complain to me that my reporting of the facts was incorrect and have had a few people ask me to print an apology (this is in addition to the number of people who have approached me in the hall and given me the finger or made an equivalent verbal statement, something which has happened so many times as to make me pity the lack of originality in the class in question).

I am not going to apologize for anything I wrote. The facts contained in my article were correct, to the best of my knowledge. I have made further inquiries since the letters began to pour in and based on those, I would say that my column was factually correct.

As for the people who have complained that a member of my class had alcohol, you completely missed the point of the article. My point was that the Junior class was responsible for insuring that all of the school's rules for a function such as the Semi were followed. This means that the class, each and every Sophomore present, had the responsibility to insure that anyone with alcohol on or in their person was not admitted to the Semi. This did not happen. A number of people who were intoxicated were admitted, as were people who had alcohol in their possession, and no one from the class of '99 reported them to school authorities who were present or took action to rectify the situation themselves. This means that blame for the loss of the Junior Prom rests on the entire class who was present at the Semi, and not on any one student, or small group of students.

On the issue of Mr. O'Malley's letter, I must admit to having feelings which are unprintable, as they would violate various school and *Argo* policies. I have a serious issue concerning the accusations of moral depravity, as well as other, similar, comments made about the *Argo* by Mr. O'Malley. This concern is

further heightened given their unfounded nature. I have read through the October *Argo* numerous times, and have come to the conclusion that the only thing which prompted these accusations was the publication by the *Argo* of a number of stories which were not derogatory towards gays.

I have no problem whatsoever with a person, be they a student, teacher, administrator, or anyone else, having their own view towards gays; the problem exists when that person feels the need to state their beliefs publicly, be it directly or, as in this case, indirectly. One of the missions of teachers in a school is to make it a safe environment for its students, regardless of their race, gender, sexual orientation, or anything else. There are laws and state regulations which are designed to ensure that this mission is completed to the greatest extent possible. A teacher, who states that writing an article which does not insult gays is an example of moral depravity, certainly violates this goal. While the lack of a direct statement precludes any action against the teacher in question, this letter certainly stands as an example of improper behavior for a teacher.

## Juniors Fight Back

The student body has not yet heard from the junior class on the topic of our prom. First of all, there is nobody that has the right to make accusations against the junior class, especially those who did not even attend the Semi. The people that are opening their mouths have no evidence to justify their arguments.

In the last issue of the *Argo*, Ian Marlier made a point of the juniors wanting to kill Ronaldo Rauseo-Ricupero for his article. The reason that we are mad at him is that Ronaldo Rauseo-Ricupero unnecessarily put us down. But since he noticed his error, and apologized for it, there is no longer a problem with him.

Secondly, Ian has no right at all to say that the Semi is stupid because he probably didn't have such a great time at his. Hey Ian, if you didn't like your Semi, don't knock the idea of having a sophomore dance. I know that I had a fun time at mine, and, believe it or not, I was actually sober.

Thirdly, what's with, "we have proved beyond reasonable doubt that we shouldn't have a prom. Beyond reasonable doubt?" Are we on trial for something? Why shouldn't we have a prom? You really should get your facts straight before writing an article; there was only one person in our class who was intoxicated upon arrival, the others were either from a different school, or get this Ian, belonged to your own class. That's right. Someone from *your* class was *ejected* from *our* Semi and we take the heat for it.

As for Matt Bennington, I have no idea where you get off saying that we shouldn't have a junior or senior prom until our debts to the school are paid off. You stated that the school paid for the damages that we supposedly caused to the 57 Restaurant Ballroom last May. Well, after contacting one of the managers of the 57, who pulled a file out on us, I found out that there was not even one dollar's worth of damage done. Where did you get your 411?

And to the both of you, if the juniors do not have a prom, both of you should take a good look at your articles and remember the JAM'N 94.5 dance last year. Did the junior class complain when your class had problems? Answer: NO! so here's a compromise: You stay out of our business and we'll stay out of yours.

PS. to the Sophomores: Don't listen to other people calling the Semi "stupid" because it's as fun as you make it.

— Anthony Messina, II

## Letters to the Editor

Dear Mr. Marlier & Mr. Bennington,

My name is Audra Russell. I am a member of the BLS class of '99. I went to the Semi last year and I had a great time. I didn't drink; I didn't bring alcohol. In fact, I did nothing wrong. But now I'm being told that my Junior Prom might be canceled, and someone's saying that I don't deserve a Senior Prom. What did I do to deserve this? What did I do that caused me to lose two major parts of high school? Nothing. I did nothing wrong. And about 99.7% of my class will agree with me.

I read the "M' Et 'I'" articles in the *Argo* and I am very offended and furious. For all those people who weren't at the 57 Restaurant that night and who don't have their facts straight, listen up.

1. I am not going to deny the fact that certain people threatened a sophomore for an article he wrote because that probably did happen. But that doesn't mean we condone or agree with their actions. They were being immature, but you can't look at three or four juniors and judge the whole class. If you want to judge us on three or four people, then a few bad things could be said about every grade, including your class, seniors.

2. I know for a fact that no member of my class, last year's sopho-

mores, this year's juniors, is happy about the possibility that the sophomores might lose their Semi. I know first hand how it feels to be blamed and punished for something that I didn't even take part in. The sophomores deserve a Semi as much as we deserve a Prom.

3. To quote Ian Marlier in November's issue of the *Argo*, "...multiple students acted in a manner which they had been told ahead of time would result in punishment of some form, and cancellation of the prom is perfectly appropriate." I love how Mr. Marlier failed to mention that one of these "multiple students" was a member of his own class, the BLS class of '98. So, with this being a fact, shouldn't action be taken against the seniors for what a member of the *senior* class did?

4. Another quotation "Even one person's misdeeds, if they are not stopped by the rest of the class, reflect on the entire class." If you, Mr. Marlier, strongly believe this, as you have already stated, then are you ready to step up and take responsibility for the junior (now a senior) who brought alcohol and distributed it? This student reflects on your entire class. IF

you believe that we should lose our Proms for what happened, then so should you. How would it feel to lose your Senior Prom over something you had nothing to do with? You wouldn't be too happy now, would you?

5. And the last point I want to make is to you, Matthew Bennington. You said that there were "several hundred dollars" worth of damage done to the 57 Restaurant. One of my classmates called the 57 and found out that there were no records of this "damage." I don't know where you got this information, but it is not true. Boston Latin School never sent a check to the 57 Restaurant for damages because they didn't need to.

The juniors are not in debt to the school. We deserve the memories of that night and we deserve to keep alive the high school tradition of celebrating the years we had here along with all of our friends. We will keep on fighting, with or without support from other classes, and we will eventually win. And we will do this despite the articles written against us in the *Argo*. We shouldn't lose important high school memories because of what one of our classmates did on one night.

The bottom line: we deserve to dance. It's that simple.

## Get Your Facts Straight

To the writers of "M" et "I" in the November issue of the *Argo*, you should really get your facts straight. What you do not know or refuse to admit in your articles is that there were two people found guilty of the incident at last year's Semi. One of them is a member of the Class of 1998 and the other a member of the Class of 1999. Now let us get this straight. Oh, class of 1998, isn't that your class? Are you telling us that you are willing to give up your Senior Prom for something that this individual did? This individual was the one who had possession of the alcohol and distributed it. Your class last year did nothing to stop this individual's "misdeeds," therefore, this reflects upon the rest of your class. If you were not aware of

this, don't you think that there were members of my class who were not aware of what their classmate did? If you were not there, don't you think there were members of our class who did not attend also? And yet, they are going to suffer! This is not right! Again, I ask you, would you give up your Senior Prom for this individual? We didn't think so. We are not trying to say that you should not have your Senior Prom, but if you do, we should have our Junior Prom; otherwise you are being contradictory.

There is also another "fact" that you keep on mentioning which is not true. You said that our class damaged hundreds of dollars worth of property. This is a lie! We called the 57 Hotel and talked to the

sales associate who booked the Semi for May 16, 1997. He has no knowledge of the sophomores, who are now juniors, damaging any property at the Semi, and the bill in the file that was kept in our school. In other words, the juniors did not damage any property at the 57 Restaurant and are not in debt to the school.

Therefore, we wonder: Where do you get your information? So to Ian Marlier and Matthew Bennington, you should get your facts straight or at least find a better source and judge your class before judging ours.

— Nary Peou, II &  
Barbara Regan, II

### DISCLAIMER:

All letters to the editor express the opinion of the letter writer, and not of the *Argo*, or its staff.



## Inherently Pointless

By Raymond Wu, II  
Forum Editor

Science education is in a deplorable state in America. One can't help wondering if science projects have anything to do with it. Certainly they're not the entire reason, but they certainly don't help matters any.

The purpose of science projects is to teach kids the scientific method of reasoning and thought and in ideal situations to expose them to all the wonders and mysteries of science and to fill them with inspiration and a desire to learn more. I wonder if any of you are laughing as hard as I am. The goals are admirable, but reality often deviates from ideality.

It is important to try to teach students the scientific method. The scientific method is certainly one of the most powerful tools in human history. Not limited to science, it can be extended to almost any other field. When it finally became established, it was a new way of thinking for all of Western civilization. However, the science project is certainly an inefficient way of teaching the scientific method. Not only does it waste a lot of time, but also it often fails to teach students anything besides how to put off a project as long as possible. And however much science projects fail in their first goal, they fail even worse in their second goal. How many students turned away from a taking a science simply because they had to do a science project?

To begin with, a science project is a needless waste of time. It demands at least a month of a student's life (or a couple of sleepless nights before the due date), and waste an entire week or two with their presentations. That's an entire week that could be better suited to actually learning science. Some would argue that science projects prepare students for when they might become scientists and have to do a research project. However, there are a number of major differences.

1.) When you're a researcher or preparing your Ph.D. thesis, you actually have a comprehensive knowledge of the subject you're going to be researching.

Also your topic would actually be related to your field of study. Unfortunately, this is not so with the case of high school science projects. More often than not, a student would be prevented by a lack of knowledge from doing a very comprehensive project. It is unreasonable to expect a student who wants to do a project on rust to teach themselves oxidation reduction reactions. People have enough trouble



learning them with the help of a teacher. Science projects are also usually unrelated to the subject the student is enrolled. How much physics a student taking physics learns from a project on the effect of water on plant growth is questionable.

2.) When you're a researcher or preparing your Ph.D. thesis, you actually have access to the needed equipment and materials needed to do a good project. Again, this is usually not the case for high school students. Most of us do not have such access and cannot afford, or in some cases do not know where to buy, the materials needed. For the student who wants to investigate subatomic particles, although possible, it is completely unreasonable to expect the student to come up with the resources and materials necessary to build a homemade particle accelerator.

3.) Most important of all, when you're a researcher or preparing your Ph.D. thesis, you actually want to do your project. The high school student, restricted by the above mentioned factors, is severely limited in options. The student is forced to do a project he does not really want to do, but must do in order to meet a school requirement. Science has always been about the human quest for knowledge and the human desire to understand the world and its workings. Science, great science in any

case, has been a self-motivated drive to uncover the truth. Nobody forced Galileo, Newton, or Einstein to make their discoveries. To force someone to spend so much of their time on a project that usually has nothing to do with the subject he is taking is detrimental to what science stands for.

To be sure, there are those students who do absolutely wonderful projects and learn a great deal from them.

They, however, are in the minority. Most students view science projects as a waste of time and a chore that has to be done and gotten over with (preferably as close to the deadline as humanly possible). Their unwillingness to do their project shows itself in the half-hearted effort they put in it. When so many students regard science projects as useless, you have to wonder how effective they really are in getting

students to learn science.

The goal of science projects – to teach the scientific method – can easily be replaced in many ways. One alternative is a lab where students have to design their own procedures. Another is to have a long term lab that teaches students the value of experimentation. In any case, both have the added benefit of actually being related to the subject that is supposed to be taught. Science projects should be kept optional. Those who want to pursue some other aspect of science should be able to do so on their own and of their own free will.

As for the second goal, that is up to the individual student and teacher. For those already intrigued by science, the attempt of a project to teach them the wonders of science is redundant; for those who aren't, the attempt of a project to teach them the wonders of science fails miserably. In fact, more kids probably end up hating science because of science projects than loving it.

But perhaps I speak wrongly. Perhaps, science projects really are helpful. They do, after all, teach students the all important skill of cramming, a skill of the utmost importance in college. You know, somebody ought to do a science project on the effectiveness of science projects. The results would be interesting.

## Forum Question

*Considering Jiang Ze Min's human rights policy, how do you feel about the way in which he was treated during his recent visit to America?*



It's utterly despicable that America would put capitalism before the rights of human beings, who have fewer freedoms than we have.

- Kristen Armandt, I



I think their policy on human rights is a problem, but at the same time we have to maintain an economic relationship [with China]

- Rob Willison, II



I think it 's [his actions are] not his fault, because of the way he was brought up, what else could he do considering the way his country's population is rising

- Sam Price, III



I think that you have to treat him nicely. If you have a bad attitude, then the person won't listen, but if you are nice and treat that person respectfully, then the person will be more apt to listen.

- Jovia Leveille, IV



We should not treat him like an outsider. We have to work together.

- Jamie Howard, V



America is always the "Ally." We should stay out of their business. Tibet not being free has nothing to do with America.

- Helen McCarthy, VI

## Bilingual Education Response

By Ernani DeAraujo, II  
Editorial Board Associate

The purpose of this letter is to clarify some apparent misunderstandings in my article, Bilingual Ed: Bi-Polar Views."

First, the title of the article was miscading. The main point of the article was to show the failure of the Bilingual Education System. Also, due to a typing error, one line of the opening paragraph was deleted. The sentence should've read:

"Some twenty-six years after the enacting of the law requiring bilingual education, the system has been shown to be a failure in Massachusetts. The system must be replaced by a program with the goal of teaching English, thus giving immigrants a means of achieving success in America."

In the previous issue, the article was criticized by sophomore Drudys Nicolas and the officers of TAG. Let me first reiterate that I am an adamant supporter of education for immigrants. I firmly believe that an education is one of the major tools in our society for creating good, law-abiding citizens. However, the Bilingual Education system, which is not just one program but instead a conglomeration of programs, does not on the whole fully accomplish the goals it was set out to accomplish. (I mentioned these goals in the previous article).

If that were not so, states with high non-English-speaking populations would not at present be seeking alternatives to Bilingual Education. States such as California and Massachusetts are in the process of overhauling their Bilingual Education programs.

As for the accuracy of my article much of it was based on facts obtained from the Boston Herald and also, interestingly enough, from the same source used by the officers of TAG – namely the research done by the NAS (National Academy of Sciences). To be able to draw two opposing opinions on Bilingual Education from the same source testifies to the diversity of the Bilingual Education System's programs. Some of the programs are effective, while others are not.

The call to completely abolish the present Bilingual Education System was definitely rash, though not unwarranted. I would like to reassert my belief in the need for serious reform of the Bilingual Education System; but also I wish to restate my firm support for the education of immigrants.



## Arts Spotlight



### Emmett Burson

By Ernesto Hernandez, I  
Contributing Writer

Emmett Burson has been drawing since before he could talk. I first noticed Emmett's strong interest in art in 11th grade physics class, where he would draw three-dimensional letters as the teacher would rattle on, yelling at Emmett to put the drawings away. Since then Emmett has been a great influence on me, and is a wonderful example of our school's artistic talent. Now a second-year Art AP senior, Emmett continues to pursue artistic endeavors.

He recalls profusely drawing mazes at the age of three, which led to designing happy meal boxes. He continued doing this until about seven years of age. Emmett remembers waking up on Saturday mornings and drawing into the late afternoons, mostly drawing cars and pinball machines (Emmett actually made a working pinball machine). At ten, Emmett began taking an art class at the Museum of Fine Arts. He started to lay off classes however, because he felt that they would restrict him. That is something which he now regrets.

Once he came to Latin School, he took a few semesters of art in the Connections program, and as some of us might remember, peddled his own "Stupid" magazine (modeled after MAD magazine). Emmett began to get interested in graphic design, "fast-action" attention "grabbers" he says he liked to create. A couple of years ago Emmett took an Adobe Photo Shop course which used computer programming to manipulate images. During the summer between tenth and eleventh grade Emmett worked in an architecture firm and became more of a "3D" person. He also did murals at the Fleet Center with Art AP students.

Last summer Emmett enjoyed working with B.Y.C.C. (red-shirts), on three murals in Egleston Square, Jamaica Plain: one featuring "low riders," another of a family sitting around the dinner table, and the other a rendition of John Singleton Copley's Watson and the Shark, which is featured at the M.F.A. Presently Emmett is taking classes at the museum three times a week and a Saturday course at Mass. Art. He enjoys drawing churches, making sculptures, and working with glass and cut-outs. He also likes to use pens that you dip in ink, such as feather pens. Emmett estimates that he spends about half of his free time drawing.

Emmett would like more effort to be put into Latin's art program which he feels is not a very inspiring environment. Supplies, such as paper, Emmett says are minimal. He plans to go into industrial design at either Carnegie Mellon Pratt, Middlebury, Cooper Union, or Mass. Art. His goal is to perhaps someday design and mass produce something such as a coffee machine/alarm clock. Most of Emmett's influence came from his father, who is an architect, and his mother, who is a visual artist. Emmett says the mix of both influences is what led him to industrial design. Emmett excels not only in art but in math and says he will never stop drawing.

By Jane Gurfinkel, II  
Contributing Writer

Knowing that theaters do not plan the runs of their shows in accordance with those of other theaters around them, makes the fact that there were four different plays about World War II in and around Boston this fall, that much more exceptional. This curious coincidence of theme was perhaps most overtly indicated by two adjacent theaters, both featuring a play based on the life of Anne Frank. The complete other side of the spectrum, a German perspective on the war, was given two interpretations as well.

The more publicized of the two Anne Frank plays was the Broadway-bound production of *The Diary of Anne Frank*, featuring sixteen year-old Hollywood ingenue, Natalie Portman. It has been over forty years since *Anne Frank* first premiered on Broadway and the new rendition is an ambitious effort from the Tony and Pulitzer prize winning director, James Lapine. Portman's Anne is at first a fidgety, impatient, and naive, though endearing, flirt; her actions calculated to relay to us Anne's "little-girlishness." Yet through Anne's gradual transformation into a mature young woman the performance becomes more natural and flowing, until it finally manages to take on the certain necessary depth. Though the climax of the Gestapo's flinging out of the annex's residents is not quite as emotion-inducing as one would want, leaving rather much to be desired, there is one moment of complete brilliance. It is the second spring that the annex's tenants are spending in that secret place, but the invasion of Holland by the allied forces has already begun and troops are scheduled to reach Amsterdam any day. There are strawberries in the annex for the first time, the lighting is bright and rose-tinted, and Anne is even wearing a blue summer dress with little flowers. Everything in the scene represents hope and life and happiness. As the children are laughing and joking and eating strawberries in the annex's attic—the adults converged just below, occupied in a more subdued version of the same activities—the Gestapo, guns in hand, appear. The moment when the bottom half of the stage is filled with silence and terror, the grown-ups standing with their hands raised before the pointed guns, and above, the children continue their joking and laughter completely unaware, is perhaps the play's most impressing and tragic scene.

Right next door, at the Emerson Majestic Theater, plays *And Then They Came For Me: Remembering The World of Anne Frank*. But don't let the title fool you, Anne here, is only a peripheral character. The play is actually focused on the accounts of two Holocaust survivors who had known Anne: Helmut Silberberg, a one-time sweetheart of Anne's, and Eva Gerringer, who had been her friend, and later became her step-sister, though by that time, Anne had already perished. The style of the play, an unconventional, seemingly deliberate rebellion against traditional theater, is an attempt to somehow interest the audience more, by converging video interviews of the actual survivors in our time with live actors, on a set resembling nothing in particular. It fails immediately. In its quest to be as abstract as possible, it sacrifices: plot, by weaving the two distinct stories together into an indistinguishable mess, fluency, by interrupting the performance with the video footage at random points and creating a jagged, cut-and-paste presentation; and

## Anne Frank

any kind of resonance or depth, by focusing more on the stylistic possibilities and ignoring the dramatic inappropriateness of attempting to "modernize" the story. The inappropriateness is then extended even further, when, immediately following the performance, the real Eva Gerringer comes out on stage with Bob Colby, the play's director, for a Q & A period, during which he does not fail to remind the audience that copies of her book are on sale in the lobby, at least four times. The one saving grace is the genuine, though rather short, performance given by Stacey Fischer, who plays Anne in a more light-hearted and even more boy-crazy way than Portman, but still just as honestly.

Before Anne Frank, though, before annexes, the allied invasion, and concentration camps, before Germany had tried to become a continent, there was a form of entertainment called the cabaret. Half chorus line, half stand up comedy club, the closest thing to a modern day equivalent would be *Saturday Night Live*. Compiling authentic songs and sketches from the Berlin cabaret between 1918 and 1933, *Cabaret Verboten*, at the Huntington Theater shows the state Germany was in directly before the war and the issues prevalent in German society at the time, all with the most acerbic and witty dialogue, and without ever leaving the cabaret house. The first act is complete satire, making jokes on such various topics as money, sex, politics, fashion, power, and even transvestitism. The cast of four—two men and two women—manages to make us laugh at things we know we shouldn't be; and that's the point. We are not supposed to look at the play with our 20/20 hindsight, we are rather supposed to interpret it the way an audience in 1920's Germany would: a way to escape through laughter. It is only in the last vignette in the first act, a little, toy, drummer girl telling of the people who come to shoot at her, and stopping suddenly as though really shot, that comedy begins to take a back seat to pessimism and bitterness. There are, of course, laughs strewn about, but in the second act cynical sketches take the foreground. "The Ballad of Paragraph 218" (Germany's anti-abortion law) depicts a poor, expecting mother received by a sadistic obstetrician, who tells her "you're going to be a most productive mother, you'll turn out kids one after another." She'll help the work force increase, and the birthrate climb. "The Jews Are All to Blame" (sung to a tango melody) perfectly portrays Germany's attitude on who to hold responsible "if your unwed sister's pregnant, if you're locked out with your keys; if the grocer raises prices and Garbo's teeth have cavities." The double meanings prevalent in every sketch, appear most keenly in the final moment: the stage is empty, with the cast standing apart to its sides, ready to leave for the last time, as cabaret has been forbidden (verboten). They sing a verse from the first song: "In this little cabaret, nobody gets the least upset. We sing, we joke, and then like smoke and sound, we simply fade away."

Finally, the second cabaret play, and the only one of all four plays mentioned still playing in Boston (through January 4), is *Cabaret* at the Hasty Pudding Theater. The small size of the theater is perfect for introducing us very intimately to the cabaret called the Kit-Kat Club. This will not be the same type of relatively comedy-based cabaret as the previous one. It is more lewd and crass, more hard-edged and offending, and because of this, the play is more real and

wrenching. Suddenly, the band begins to play and a sinister, heavily made-up face, resembling the Penguin from *Batman Returns*, appears. It is the Master of Ceremonies, the host of the Kit-Kat Club and essentially, the entire play. He will be our all-knowing, all-seeing, omnipresent guide. He'll pop up sporadically as a character, but will generally be an ominously mysterious type of narrator, idly watching the rest of the characters' lives fall apart. The story then unfolds, of Clifford Bradshaw, a young American writer traveling through Europe in search of inspiration for his novel, who falls in love with Sally Bowles, an English Cabaret dancer living in Germany. There are other characters who play key parts in the evolution of the story as well: Fraulein Schneider, the elderly German owner of the establishment where Bradshaw rents a room, and her suitor Herr Schultz, a Jewish grocer. It will be the engagement between these two which will propel the spiraling conclusion of the play. Life for Clifford and Sally is one endless party; they are young, living in a city of utter frivolity. Clifford slacks off on writing his book, and Sally quits the Kit-Kat Club; their life is a cabaret in itself. Until, suddenly, with the falling apart of sanity in the world around them, their lives fall apart as well. The interweaving of the characters and use of the small stage is superb. Unlike the previous cabaret play, which focused entirely on life within the cabaret house, this one manages to use the cabaret as a reflection of what went on outside it, and thus makes the play more personal. The performances, especially that of the Master of Ceremonies, are wonderful, and the songs are both acerbically witty, and mournfully real. This was a true pleasure to see, and I highly recommend it for a night of both entertainment and thought.

## Blues Club

By Daniel Restuccia, I  
Contributing Writer

In addition to the battery of department sponsored ensembles, Boston Latin now has another music group. Last year Matt Walczak and Manu Pradhan, founded the Blues Club with Mr. Walker as the faculty advisor. The group has not really mobilized itself yet, but there are definite goals for this year. Matt and Manu hope to make the Blues Club one of the best ensembles in the school, and hope to have it included on the Music Night roster. While the repertoire has previously consisted primarily of improvisatory blues, a variety of new arrangements including some ska, Queen's *Bohemian Rhapsody*, and Prokofiev's *Peter and the Wolf* are in the works. New members are much welcomed in the club. The club is especially looking for a drummer, a bassist and wind players to join an existing cast of two guitarists, a pianist and Mr. Walker on harmonica. Matt Walczak, a guitarist, is a member of the alternative rock band Sexunate and a former student of Wayne Potash at the Community Music Center of Boston. Manu Pradhan is a pianist who studies at the New England Conservatory. He also plays clarinet in Senior Band. With some hard work and a few more talented musicians, the Blues Club could become BLS's second top notch contemporary music ensemble.



# Moonchildren Shines

By Jesse Barnes, I  
Arts & Entertainment Editor

Due to a scheduling mishap, the cast and crew of *Moonchildren*, the latest BLS Drama Club production, had only 45 minutes to eat dinner and prepare for the second show on the night of Friday, November 21st. Nonetheless, they somehow managed to rally together, despite the short time and overcrowded stage (more about this later) and turn in an electrifying performance, easily the weekend's best. The show as a whole, from individual performances to lighting and scene changes, was entirely of professional quality containing few, if any, of the mistakes usually seen in high school theater. The credit for this triumph belongs to the actors, each of whom provided energy and a deep level of personal involvement in their characterizations, the crew, and the director, junior Max Schulman.

*Moonchildren*, written by Michael Weller, is the story of seven college roommates during their senior year, amidst the anti-war turmoil of the 1960s. The plot, however, is of secondary importance; it is the characters which drive this play. It requires an intimate setting and talented actors. The former was created by Schulman, who, along with the BLS Drama Coach Chloe Keller, decided to seat the audience on the stage of the BLS auditorium. While this limited the audience size for each show (as well as the space for the actual performance), it remedied the acoustic and visual impairment common to shows in our auditorium and provided the desired intimacy. Furthermore, the set (Anda French), costumes (Mya Levy and Lindsey Megrue), lights (Ben Webb and Randy Smith), props (Marie-Jo Bahnam), and sound (Nina Brilliant) were effectively utilized to create the general atmosphere of the '60s, while still individualizing each character.

After all the excellent direction and stage work, however, it was up to the actors to make this show succeed, and they delivered. As Bob, Alan McNamara highlighted the confusion, repression and detachment most of the characters felt despite the ironically free-spirited times twirling around them. Kathy (Ingrid Liff) cannot cope with Bob's withdrawn nature, and leaves him with his roommate Dick (Rob Willison). Brilliant performances by these three created a constant tension throughout the second act. Meanwhile, Norman (John Baker), another roommate, addresses his own irrelevancy as a math major, by leaving school and joining

the protest movement, through which he meets his girlfriend Shelly (Lauren Flaherty). Both Flaherty, as the spaced-out, drugged out hippie (she only sits under tables) and Baker, as the nerdy mathematician trying to matter in life, did excellent jobs individualizing these potentially stereotypical roles. The life of the show, however, lies in Mike (Sam Graham-Felson) and Cootie (Erol Zeybeoglu). Constantly inventing ridiculous stories, such as the man whose head sunk down between his shoulders from too much pent-up hostility, they provide comic relief amidst the other characters' serious troubles. Ruth (Katie Hardy), the final roommate, provides a measure of stability, wisdom and concern for the others' troubles.

These eight quality performances were all complimented by a superb supporting cast led by Luis Morello as Mr. Willis, the landlord (who delivers the unforgettable speech from which the play's title is derived), Lucky (Stephanie Simpson-White), their downstairs neighbor, and Ralph (Mike Pastore), a traveling encyclopedia salesman.

Two policemen who visit the apartment (Ernesto Hernandez and James Cahill), Bob's uncle (Marcus Stacey), Cootie's father (Jonah Goldstein) and a milkman (Dan Gelbtuch) round out this remarkable cast.

All this was nicely packaged by Schulman, with the help of Saamra Mekuria-Grillo (Stage Manager), Zoe Malliaros (Asst. Stage Manager) and Gina Cappellano (Asst. Director). Their combined efforts allowed the cast the freedom to explore their own characters and the structure to make these characters work as a part of an ensemble performance. (The blocking added to the informal, intimate atmosphere of peering into a college dorm, never once appearing contrived or inappropriate.) While the credit here belongs chiefly to Schulman, the contribution of Chloe Keller cannot be minimized. As the BLS Drama Club's first production with its new coach, a completely overqualified theater professional, the results were astounding. A new level of professionalism was reached, one which allowed the club to transcend the bounds of limited space and resources to create a real theater. From the director, the cast, and crew, down to the ushers and pre-show (organized by Naomi Krakow), *Moonchildren* was undeniably the best-run production in Drama Club history. With the addition of better equipment and theater space, however, there is even more room for improvement, and the Drama Club promises even greater success in providing opportunities for aspiring actors and actresses as well as quality entertainment for all.

*A new level of professionalism was reached, one which allowed the club to transcend the bounds of limited space and resources to create a real theater*

## Arts Spotlight



### Alexandra French

By Anna Haritos, I  
Contributing Writer

Alexandra French (known as "Anda" to her friends) started taking art courses at the Museum of Fine Arts when she was six years old. She has always been immersed in art, as everyone in her family is an artist (when the French's went to Italy one summer each one toted around a sketch book in which they captured the ancient columns and monuments). Although art is ever present in Anda's life, it has always been a method of relaxation for her and she uses a free hour in her day to indulge herself in sketching. She has become quite accomplished at delineations, or line drawings, as well as at sketching from life. This is of great value to an artist for from this basic skill one can expand and create one's art. At first Anda sided with pencil sketching for fear that charcoal was inept at producing fine lines. However she has found that it is a versatile medium and uses it often in her drawings. Anda joins watercolors with sketching by shading in her pencilings with her preferred Japanese watercolors, which offer color with variety and intensity.

Anda put her painting ability to work for BLS' *Moonchildren*, as she has done for other BLS productions, even though it does not offer as much artistic freedom. She texturized and coated the backdrop and slaved over the front door with a paintbrush for three hours. Photography is another artistic skill that Anda has developed. She recently participated in an enjoyable documentary course in which she went around Boston snapping photos. She liked the composition of the photos well enough but the lighting was not to her satisfaction. Being the artist that she is, Anda reached for her sketch book and produced drawings with gratifying lighting.

This past summer Anda participated in an art course that lasted four hours each day, yet she never felt as if the hours were spent "at work." In fact, her appreciation of art extends beyond creating. She took an Art History Course at the Museum of Fine Arts in which arts throughout the ages were explored; during this course each student chose one piece to study. Anda chose Degas's Bronze Statue of a Fourteen Year Old Girl; a shrunken copy of her sketch appeared in last issue's *Argo*. She also takes courses at the Art Institute of Boston. Her favorite artist, though, is Monet, and even though delineation is not at the core of impressionist work, she appreciates his talent with brushstroke.

Anda plans to keep art a constant part of her life. She also enjoys architecture (she is co-president of CityBuild at BLS), both for the artistic side of designing one's own buildings and also for the logistical side of designing models. In college (hopefully Dartmouth), Anda plans to take courses in architecture and studio art. Nonetheless, she urges BLS to develop a more extensive art curriculum, noting from her studies of art history that art is a main part of a classical education. Speaking as a former non-Connections eighth-grade student, Anda recalls how her confidence in her art fell when she was unable to participate in the program. She hopes that the curriculum can expand to meet the demands of the many deserving students at BLS.

Anda has managed to develop a high level of artistic skill while still being captain of the tennis team, a crewswoman, and a mock trial member. She has also dabbled in singing and playing the piano. With the approach of winter vacation comes Anda's newest artistic adventure: she plans to paint her room. This will not be along the lines of set design though. The ceiling will be replaced with a sky full of clouds and birds, and the walls will be Anda's own creation.

## 18th Century Dating Advice

By Samuel Graham-Felsen, II  
& Danny Cochrane, II  
Contributing Writers

Have you ever had a friend secretly check out a person you wanted to date to make sure he or she was the right one for you? Although the comedy, "The Game of Love and Chance" at the Huntington Theatre takes place in 18th century France, it centralizes on this basic theme that still resonates today.

When the father of the beautiful, aristocratic Sylvia arranges for her to marry the young, handsome, and honorable Dorante, Sylvia devises a secret plan with her maid, Lisette, to switch places so that Sylvia may observe Dorante from an outsider's perspective, while her maid checks out the suitor up close. Sylvia and Lisette bask in the glow of this marvelous plan, but little do they know that they are soon to receive a dose of their own medicine. When Dorante arrives at Sylvia's manor, he has switched places with his cook for the same purpose. And so, as one can imagine, hilarious ironic events transpire . . .

Among the many attributes to this play was the spectacular set. Its depth and life-like quality, including an incredibly realistic tree and a house seemingly made of real stone blocks was astounding.

No details were spared: throughout the play one could peer through the window of the mansion and witness maids and butlers doing daily chores, along with other characters who contributed to minor subplots. A fan favorite was a dog which would occasionally run across the stage for no apparent reason.

Dorante's cook, Harlequin, stole the show with constant slapstick humor, and an array of herky-jerky movements. Among the superb, primarily young cast, a seasoned, rotund doorman stood out. Although he did not say one word throughout the entire play, everyone could tell he was a born natural. This statue of a man held the same solemn expression throughout the funniest parts of the play.

Some people felt that the element of dramatic irony (in which the audience knew all along what was secretly going on, whereas the characters had no idea) dragged on too far, while others cherished this aspect. However, at times in which we felt the play might never end, we were revived by one-liners and raucous physical humor.

While "The Game of Love and Chance" had the audience rolling in its seats, it was also appreciated for its fine set, excellent acting, and a clever plot . . . plus it gives good advice on dating for losers out there who were planning on dressing like their maids.



# The Wild and Wacky Argo Holiday Messages!!

About the size of a cigar, do I stutter? -Shout outs to  
My boys + 2Nasty + the CREW

DebateTeamDoNotBe Meck-  
BeSureToEatALeekThatWayYouWillBeNotBleakAndContinue  
YourWinningStreak-PW

MERRY X-MAS 2 ALL MY FRIENDS! YEAH,  
YOU CHICKENHEADS! =P 17781, 1 9120177153  
1 177017'7 637 0121717-5 7415 43812 =) 4384  
121646! 981274 017!4343! Luv, who else but 618?

HI MR. CONTOMPASIS, I NEED TO GO TO  
HARVARD UNIVERSITY. PLEASE HELP ME  
GET IN.

MERRY CHRISTMAS + HAPPY HOLIDAYS to  
the B.L.S. DEBATE TEAM GOOD LUCK! love  
LAUREN

Boun Natale!! A Shoutout to everyone from EAST  
BOSTON!!

TiffAlTonyKrisaAngieShawnTiffyKrisen  
IluvU

I LOVE YOU, SHANNAN.  
LOVE ALWAYS, EDDIE

ROB- YOU ARE A GREAT  
PERSON AND I LIKE  
YOU, but I think we're better  
AS FRiends. I'M SORRY!  
LOVE, SAM

TEDESCHI EST AGRICOLA!  
TEDESCHI EST AGRICOLA!  
TEDESCHI EST AGRICOLA!  
-VALE MCMXCVIII

I want to say hi to all my  
people, and don't worry I'm  
getting my pictures soon.

Merry Christmas to my  
bestfriend who's always been  
there for me and to listen to me  
complain. I love you Angela!

MERRY X'MAS TO THE  
CLASS OF 98 & TO ALL MY  
FRIENDS:  
NP=\*(ML=)YHP=)JH=)DT=PRI=)DLB),  
DL:-), LC:-  
, UL=0, ML=)KN=), ETC.  
WELL YOU KNOW WHO YOU ARE! HAPPY  
HOLIDAYS! JUNE 14TH IS THE DAY! W/ LUV,  
LILY

32 Rejects DAH-DA-DATHIS BOX IS Tiny's BOX  
NOW YOU SEE me now you DON'T MPB CYO  
P&P HAPPY HOLIDAYS!  
Nas, Guess what I want for X-Mas?  
1 word. You!! -Bridgette

Hi Merry Christmas THE MOST WONderFul  
ThiNg AboUT TiGGERs IS A TiGGERs A Wonder-  
ful ThiNg——JP

To all my buddies, I love you all, and have a happy  
holiday!!! Rosie L.

GIVIN' SOME LUV TO KRIS(NE GOT  
PAID!)MATT  
B,MATTNILE,SUNKIST,DANO,ED,012  
CRE,RACHEL AND JOHN THE RENT  
FREAKS,SOUTH  
PARK,EYEBALLS,EROCKER,MUSIC AP AND  
DITTIES...CRACK KILLS!!! ANGIE THE BLUE  
SMURF

TO: Viv, Betty, Li, Maria, Karlo, Charlene, Chris-  
tina, Jeanine, Dani, Jess, JenY, Stef, Mai, Edwina,  
Jenn, May, Lily, the 012 crew, Dave, Nan, Wing,  
Yu, Son, Uyen, Jo, Al, and everyone else I missed,  
(It's me again) LUV YA PEOPLE, MERRY X'MAS  
-Rosie

The End Is Near. Joy CH JB'S MD LG AW JC MM  
CS RT YA KW AY YG KL AT CG ME SG LC DL  
XOXO LOVE, KIKA, QA

MERRY XMAS TO ML, JH, NP, DL, YFW, ET,  
JC, AY, BY, JW, LOVE, AMY  
MAY ALL YOUR WISHES COME TRUE!

MERRY CHRISTMAS!!  
WAIV,V,WING,NANCY,KIM,DANIAL,JAN,JOCE,JENN,MATT  
B.,AND MATTNICE  
LOVE, SANDRA K.

To Sarah, I love you!!!

HAPPY HOLIDAY'S TO THE CLASS OF '98  
GOOD LUCK!!! SHOUTOUTS TO ALL WHO  
KEPT IT REAL -KEITH

Who wants to go see the Jackal? -Dave

Shoutouts2:Alisa,DebNaima,Daniela,MCBUTT,  
Damean666,B+J,Maria,Gothmomma,Alexmdsklz  
ubergunter,Samantuh,nuptualNate,  
JUMPErica,StoneR0b,Billy,MattWSUrGe,  
ShockJock,Kati3rdDegree,EuroTrash&  
Rachelcottohnhannah.

A shoutout to my girls, Angela, Melissa, Laura,  
Kelly & Maribel! Merry Christmas and I love you  
guys!

To all the groovy people I know (esp.  
T.G.)Gab&LizRemember TRANSATLANTIC  
CHICKENWICHETNO.SLIVERSON!!!

ROB ORTHMAN, NICE  
THIGHS!! LOVE ALWAYS  
TRANH

To all of my friends, family,  
fellow ARGO staff, as well as  
the wonderful sophomore  
class, Happy Holidays and  
have a great New Year!!!

KUDOS  
TO MR.O'MALLEY

TO  
DO,LS,JY,JC,CM,LC,BL,DW,RT,  
RL,IL,SC,TN,ME,PR,MD,MM,CS,ML:  
HAPPY HOLIDAYS!CLASS  
OF 1998 RULES! -SG

Andre Moore- Thinkin' of you  
over the holidays. You are  
really fine! Love-Little Red  
Riding Hood!

Merry christmas Class of 98!  
You're the best

To: Betty, Charlene, Christina,  
Jeanine, Mai, Maria, Nahede,  
Sophia, Taknika'n'Uyen:  
Merry Christmas,

Snorglefroffas! =p ALSO TO: Stef, Jen Y, Rosie,  
Dani, Lys, Tam :) , David, Diane, and Lil' Mike. -Li-

MERRY CHRISTMAS TO ALL MY FRIENDS!  
STAY KOSHER, CAPITO? Luv ya-Jeanine C.

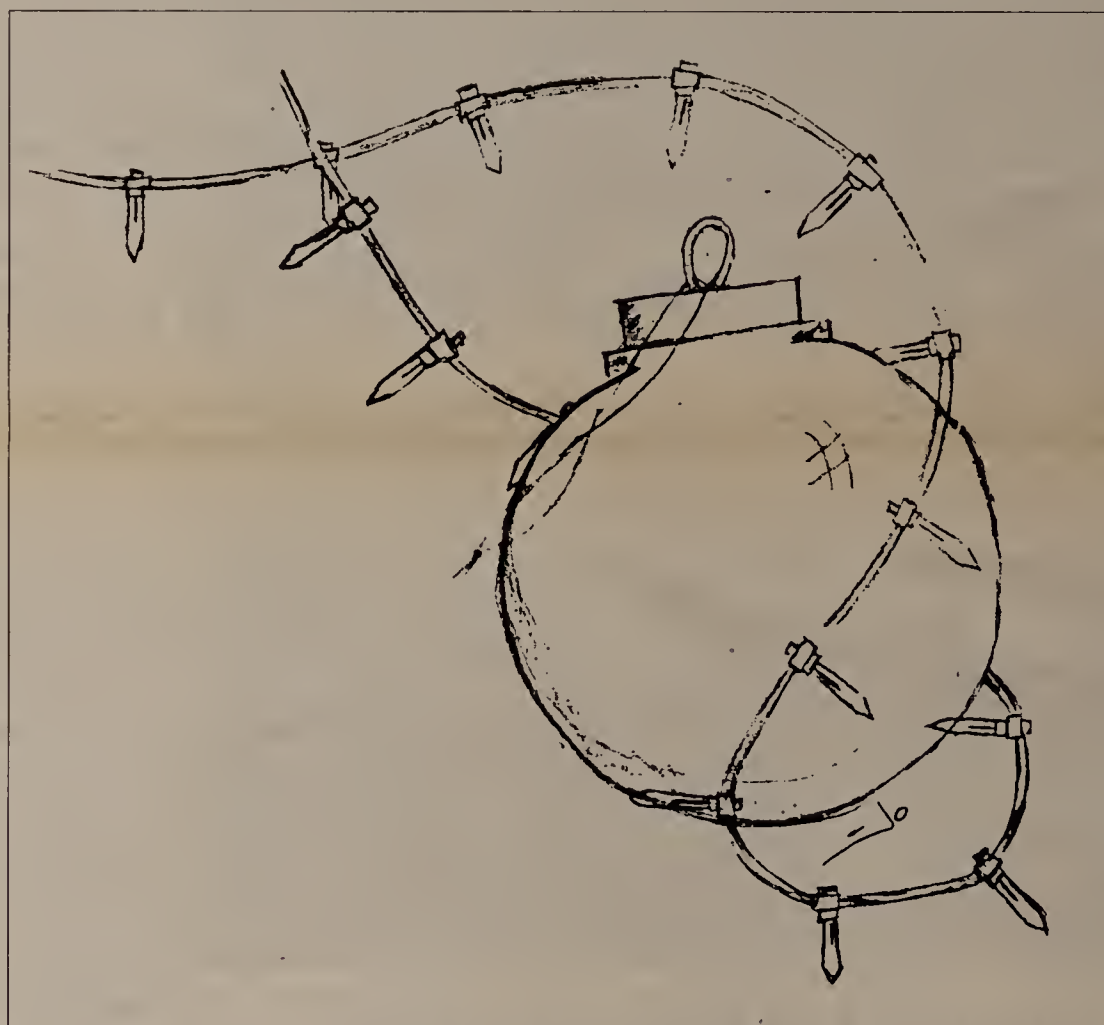
SHOUTS OUT TO STEF, LYS, LISA, BETTY,  
MARIA, NEEN, CHARLENE, DI, MAI, CHRIS-  
TINA, JEN, SOPHIA, ROSIE-  
MERRY X-MAS!

CM,CS,JC,ML,BL,LC,SC,UL,JY,JO,LS,RL,SG,  
DT,JC,AY,IL,BP,DS,GM,DV,SD,DO,KW,NK, Hey  
Let's rock the 23rd! -Mai

Hey everyone-Jeanine,CMS,Lisa,Betty,Charlene,  
Mars,Uyen,Nahede,&Sophia-Have a great vaca!!!  
Love, MEM

NINE:QUACK-WHISPERED A FISHY  
ALBEE:LUV U 2 ALL MY PALS:HE HE HMM...  
THANKS EVERYONE -JO

HAPPY-WINTER-GUYS!!! WASSUP TO  
JYN!!!!!!  
1-70173- -10817173!!! 26  
SENIORS REPRESENT!!!



MATTNICE,  
HOPE U HAVE A MERRY CHRISTMAS AND A  
HAPPY NEW YEAR!! LOVE, SHYNICE

Jo, Ian, Erica, Anda, Saamra, Nina, Min, Court, Kay,  
Kim and everyone I accidently forgot, it's just  
college, I LOVE YOU GUYS!! —Sarah

Merry X-mas 2 all my amigos n remember not 2 get  
2 wild PLM EJK BY DT ET AT MC JC TN VY  
MM AM JN-NANCY  
MERRY X-MAS & HAPPY NEW YEAR TO VIV,  
ROSIE, DANI, JENN, DEZHEN, ALL MY ARGO  
EDITORS, AND EVERYONE ELSE!

- EDWINA

Hey, Love to everyone here in the Mac Lab, TIME  
will pass SOME day. hope: Nina, Ian, Emmanuella,  
Court.

TO AA,AE,IE,SC,KG,CH,EI,LJ,ML,JL,KM,  
AM,MP,LP,BR,SR,KR,ISG,AT,BW,LW:  
Happy Holidays!  
TO BW: I Like You.







# Photos from the Pep Rally, Powder Puff Game, and the Thanksgiving Game . . .



## Coming Next Issue . . .

- History Mandate
- School Spending
- Boston Student Advisory Council (BSAC)
- First Amendment Rights as Students
- Drama Club: *Black Comedy* Update
- Sports Updates
- and much, much more . . .

## Congratulations . . .

to **Daniel Welch (125)** for being selected a member in the 1997 National Youth Festival Symphony. Membership in this ensemble indicates a high level of achievement.

to the Debate Team last Monday (11/10). **Amelie Baker** and **Erwani Dearaujo** qualified for State in Congressional Debate. **Graciela Mohamedi** qualified for Novice Reading.

to the Debate Team last weekend (11/15) at Manchester High School. **Andrea Haney** was ninth place speaker and Octofinalist trophy recipient.

to the Debate Team. **Ian Marlier** finished third in the Lincoln-Douglas Debate last weekend(11/22) at Lexington High School.

to the **Senior girls** who defeated the Juniors 8-0 in the Powder Puff Game. Good job by both teams.

to the Debate Team. **Andrea Haney** finished 3rd out of 85 debaters this past weekend (12/13) at Hendrick Hudson High School earning a half-qualifier to the Tournament of Champions.

## Buy Carnations!

Send carnations to a friend or a loved one on Valentine's Day! All carnations come with a card so you can write a message inside. Carnations are \$1 each, \$5 for a half dozen, or \$10 for a dozen.

For more information, see Rossana Lau in 119 or Lisa DeBenedictis in 216.





# Boston Latin School ARGO

February 1998  
Volume XXVII  
Issue 4

12 pages

78 Avenue Louis Pasteur • Boston, Massachusetts

Free

## Building Blocks at Latin

By Andrea Alessi, III  
Staff Writer

If you've been attending Boston Latin School for the past two or three years, then you've probably heard rumors concerning a new building which is will be constructed in the lot adjacent to our school. Amidst this spread of rumors and speculations, I've heard that this building will be used for everything from a center for the arts to a new cafeteria, a small auditorium, an improved gym, a library, and even a parking garage. Confused, and uncertain as to which of the countless stories I should believe, I decided to ask Mr. Contompasis about this mystery edifice.

As it turns out, this vast array of ideas and guesses is not so far-fetched. This new building will indeed house many of these facilities. As our school undergoes renovations, the top priority, says Mr. Contompasis, is the library. The initial plan was to remodel the cafeteria into a library with the capacity to hold more resources and more students. However, if this library is rebuilt in what is currently the cafeteria, the floor will have to be completely reinforced or renovated because it is not strong enough right now to withstand the pressure that the volumes of books it would contain. Reconstructing this floor would be a costly project to undertake, and so, although it is not definite it is speculated that this library may be one of the facilities to be contained in the new building. Disregarding the location of the new library, it will cover 15,000 square feet and contain more computers which will be wired to the rest of the school. In addition to the new technology, the library is expected to have more volumes, a bigger reference area, periodicals, study carrels, and an area for recreational reading. A portion of the library may also be dedicated to Latin memorabilia.

Our cafeteria will also undergo some renovations. The plans are to provide more eating space for students, an expanded kitchen, and more room for the lunch and food service lines. It is possible that students will purchase their food in a room adjoined to the cafeteria rather than in the center of it. This, in itself, will make the cafeteria less crowded and hopefully a more pleasant place to eat. If our cafeteria remains where it is, the expansions will take place in the 018 corridor. Otherwise, it will be started anew in the future building.

The new building will also be the location of a visual and performing arts center. An auditorium with 350 seats will be constructed. This will be beneficial to the performing artists at our school. As it is now, if two groups need to make

continued on page 3

## Black History Month



## Show Up at Showcase!

By Sarah Carter, I  
Forum Editor

Remember the Multi-Cultural Fair? I do. It was a drab Saturday morning three years ago to which no one came. There were only one or two acts and a few booths. Marie-José Bahnam and I were there representing Lebanon and having a grand ol' time, but apart from introducing Mr. Flynn to Jo-Jo's very own couscous, the day was a total waste. It was nothing like last year's first annual International Showcase and will be nothing like this year's International Showcase.

On Friday March 6, this year's showcase will continue the tradition with an evening of international culture, most of which comes from within our own school. Yes, here in our very own school we have Greek dancers, steel drummers, great musicians, people fluent in every language imaginable, and students well-

versed in the performing and culinary arts of the entire world. Yes, here at Latin School we are rich in cultural diversity, rich in the variety of talents and the many and varied skills our peers possess. International Showcase is the perfect opportunity for these things to be presented for the edification of us all.

The evening will consist of a full stage show and cultural food will be available at the culture fair. The fair begins at 6:30, the show starts at 7:00. Be there, learn something new about your own culture or adopt a culture (as I did a few years ago, with Lebanon). Discover what special talents your friends have hidden. If you want to help out, see me in 115 or my co-coordinator Jo-Jo in 114. Put your own speck of the world on display and spend the evening of March 6th celebrating whatever kaleidoscope of culture we create.

## An Interview with Mr. Longfield

By Ronaldo Rauseo-Ricupero, III  
News Editor

One group responsible for much of the technological updating here at BLS is the Technology Committee, and one of the driving forces behind this innovative and highly effective new group is alumnus Chuck Longfield. As a 1974 Boston Latin School alumnus, and Harvard University 1978 alumnus, Mr. Longfield has been affiliated with the school for a long time. He has been involved with the Boston Latin School Foundation and now the Technology Committee. Mr. Longfield, a former East Boston resident, is extremely experienced and seasoned in technology, considering the fact that he has founded four technology-related companies by the age of 41.

After graduating from Latin School, Mr. Longfield worked for ten years for an influential corporation, but then gave that up in 1988. It was at that time that he decided to fulfill his dream of teaching, inspired by our own Dr. Frontera. He returned to school and received his Master's Degree in Education. Mr. Longfield taught math to junior and high school students in Weston for a year.

Then he embarked on another expansive endeavor. He started his own company. Target Analysis Group works with non-profit organizations to help them raise funds for their causes, mostly using data and statistics to determine the "target" audience for contribution solicitation. It tracks the finances of the organization, and basically reorganizes its financial budget, optimizing its potential for fundraising. The Museum of Fine Arts, the Massachusetts Audubon Society, and WGBH, just to name a few, have all enlisted the help of Target Analysis Group, which has now grown to the point where it can boast twenty-five full-time employees.

Shortly after, however, Mr. Longfield again began a new mission, and started yet another company, CSW, which deals in residential real estate. In 1996, he struck again, this time creating Target Software. This company developed the software which, in essence, would allow the services rendered by Target Analysis Group to be more efficient and accessible to non-profit groups. The company enticed PBS into becoming a client, and has been a success story ever since.

In his latest, "little project," as he calls it, Mr. Longfield founded a company called Target Data which will track all the "junk mail" in the United States, and, as it develops, it will determine who will get this mail at all using the experience and technology gained from its sister companies.

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Editor's Note

By Edwina Tom, I  
Editor-in-Chief

After having produced four successful issues of the *Argo* (this being the fourth one), I am proud to report that in my estimation, the *Argo* has a significant chance of gaining recognition as one of the premier high school newspapers in Massachusetts.

We won third place in the Suffolk University High School Competition in 1996 so we entered the *Argo* in that competition again this year, and hopefully the *Argo* will win more awards than previous years. Several members of the editorial board will be attending the Awards Banquet on March 5<sup>th</sup> when

the winners of each category are announced. We're keeping our fingers crossed until then.

Some members of the *Argo* Editorial Board will also be attending the New England Scholastic Press Association Conference this year which will be held on May 1<sup>st</sup> at Boston University. The *Argo* editors will participate in workshops about news writing, layout design, photography, journalism ethics, and other related areas. At the end of the conference, awards will be given to top student newspapers evaluated as a whole, and there are also special achievement awards for extraordinary work by individuals or groups within staffs in a range of categories. The *Argo* won the 1996 New En-

gland Scholastic Press Association Superior Achievement Award.

At this time, the *Argo* will also be accepting applications for editorial positions for next year. (See Feng in HR 137 for more information.) We will be working on the next issue of the *Argo* after February vacation. We encourage students to write about issues they feel are relevant to the student body and BLS community.

Finally, I would like to thank everyone who supported the *Argo* and bought roses for Valentine's Day. Have a Happy Valentine's Day and enjoy your February vacation!

**Editor-in-Chief:**  
Edwina Tom, I

**Assistant Editor:**  
Feng Yuan Xu, II

**Copy Editors:**  
Danielle Brown, I  
Vivian Lam, I

**Asst. Copy Editor:**  
Jennifer Lewey, I

**Layout Editors:**  
Ian Marlier, I  
Yu Heng Ruan, I

**Asst. Layout Editors:**  
Marie-José Bahnam, I  
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**Faculty Advisor:**  
Malcolm Flynn

To Reach the Argo...

To send a letter to the editor:  
see Edwina Tom in 124  
or Mr. Flynn in the Main Office

To place an ad in the Argo:  
see Rossana Lau in 119  
or Lisa Benedictis in 216

To place an event in the Argo calendar or info on Argo Net:  
see Danny Louie in 120

To take pictures for the Argo:  
see Nina Smolyar in 124  
or Min Wu in 125

To report a story or otherwise join the Argo:  
see Edwina Tom in 124  
or Feng Yuan Xu in 137

The Argo is  
now accepting  
applications for  
editorial positions  
for the 1998-1999  
school year.

E-mail story  
submissions to  
the Argo!  
BLS\_Argo@  
juno.com

Boston Latin School  
**Argo**  
Founded in 1970

1st Place Winner of 1994 New  
England Scholastic Press  
Association Competition

1996 New England Scholastic  
Press Association Superior  
Achievement Award

1996 Suffolk University High  
School Journalism Competi-  
tion 3rd Place

The *Argo* is a school-affiliated publication produced monthly by the students of Boston Latin School. It serves as a forum for the free exchange of news and ideas in the community of students, faculty, parents, and alumni. The expressions, suggestions, and contributions of all readers are encouraged through letters to the editor. The *Argo* reserves the right to edit letters for length and clarity.

The *Argo* is produced as an extracurricular activity. All typography and layout are done entirely by students using Macintosh computers running Microsoft Word and Aldus PageMaker. The *Argo* is printed by Saltus Press in Worcester.

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Special thanks to:  
Mr. Gwiazda  
Mr. Aversa  
Mr. Binkoski

Inside This Issue:

These are the staff members  
who assisted in the  
production of this issue:

Nathaniel Adams  
Lisa Cai  
Alinna Chung  
Kerry Greene  
Nancy Kiu  
Mimi Lai  
Elizabeth Le  
Betty Lin  
David Wei Liu  
Trung Lu  
Raymond Moy  
Erin Rabe  
Dezhen Tam  
Si Yuan Wong  
Gary Woo  
Bonnie Yu



# News

## Building Blocks at Latin

continued from page 1

use of the auditorium at conflicting times, one is displaced. With another auditorium, two events can take place at one given time – be it rehearsals for a play, practice for the talent show, or anything else that would require use of the auditorium. There will also be more classroom space for visual arts, dramatics, and dance. In addition, a darkroom might be added to our school's resources, and possibly an audio/visual TV studio. This art center will cover 6600 square feet. More space will be provided for musical performers as well. In fact, it is estimated that 7100 square feet will be used for Boston Latin's music department. This will include rooms for various bands, choruses, and ensembles.

The building itself is expected to be constructed in the parking lot and on a piece of the barren field of dust and dirt adjacent to it on the left side of the current building. This parking lot will probably be relocated to the unused helicopter landing pad towards the rear of the school. This leaves questions to prospects such as where students will participate in gym class and where the football team will be able to hold practice. However, before I was able to inquire about this, Mr. Contompasis assured me that there would still be a small segment of the so-called "field" remaining which would be sufficient for gym classes and the football team.

The facilities which will be transferred to this new building are not the only areas in BLS that will undergo changes and renovations. Science labs – especially for physics classes – will be upgraded. It is said that there will be more resources and utilities, and the labs will have the capability to be used for multiple purposes. For example, the chemistry lab could be used as a substitute for a physics or biology lab. There may also be computer access in the lab rooms.

Classrooms may also be wired sometime in the future. These computers would be connected to those in the library so that students would have access to unlimited knowledge from their classrooms. Some rooms will be repainted and many doors will be exchanged for new or fixed ones. New furniture may be purchased as well. In addition, some classrooms may have the resources for

video presentation. Eight to nine new classrooms will also be added to the eighty-one contained in the school presently. This will bring the total up to 89 rooms.

Other renovations include a more complete fitness center. Mr. Contompasis hopes to expand the weight training room into an aerobic area for students and faculty. This may include treadmills, cycles, and other fitness equipment. It is also possible that the language lab will be upgraded to a more updated, concise lab, complete with computers and CD-ROMs. There may also be renovated space for faculty members, better nurse and guidance facilities, and "repaired bathrooms."

The budget for these projects is around \$20-21 million, provided by the city. Because many of these renovations are necessary to upgrade the structure to meet current building codes, the Commonwealth of Massachusetts will reimburse the city for this project. The current building was constructed in 1922, and construction codes have changed dramatically since that time. Handicapped access will be improved, as well as structural and electrical work. Unfortunately, not all changes that

are proposed may be possible due to this budget. "There is so much that we wish could be done," says Mr. Contompasis, "but there may not be enough funding for all of it."

As you are reading this, you are probably thinking to yourself, "Finally! When will all these wonderful changes be made?" Well, you probably won't be around to use the new facilities unless you are a sixie. Design ideas will be submitted in June for approval of the renovations. If the Commonwealth approves, contract bids go out for construction to begin in the spring of 1999. This new and exciting project is said to be completed sometime in the year 2001.

Although we, the current students of BLS may not benefit from these changes directly, they will greatly improve the school for future students and the entire Latin School community. As the 21st century draws closer and closer, bringing more technological advances, so too will the Latin School advance technologically and resourcefully with these new renovations and facilities.



## Wessman Case

By Ariana Sicaïros, III  
Staff Writer

I am sure all of you know or have heard something about the Julia McLaughlin case a year ago. As a result of that case, the admissions system for the exam schools (Boston Latin, Latin Academy, John D. O'Bryant) was changed. Before the McLaughlin case the system was as follows: a composite score for each student was made based on the score of the entrance exam and the student's grades received in English/Reading, Math, and Social Studies. The candidates were then ranked according to these numbers. In this system, there was a 35% set-aside rate for top-ranking Black and Latino students. So no matter what, there was a minimum of 35% minority. However, in the new system this 35% rate does not exist. The top 200 seats (of 400 available) are filled based purely on rank. The remainder are given to the top fiftieth percentile of those candidates left, and there race is factored in. As a result of this new change, a lawyer I spoke to told me that the numbers of minority students dropped about 50%.

Recently a new case has been brought against the Boston School Committee. It is that of a girl named Sarah Wessman. She claims that she scored higher than some Black and Latino students accepted to Boston Latin. She says that race should not be taken into account, only rank. The School Committee argues that the admissions system is fair and that race should be taken into account. The NAACP asked to intervene to support the School Committee, saying that race can be used as a factor, but also that the present system discriminates (the challenge was made under Title VI). On Saturday, January 10, 1998, Federal District Judge Tauro ruled that they could not intervene. The NAACP is allowed to be "a friend of the court," but it cannot be a party. It is unknown what steps the NAACP will take now, but a separate lawsuit may be filed. As for the Sarah Wessman case itself, it went to trial on January 28th.

The lawyer whom I spoke to, Peggy Weisenberg, had her own opinions about the case: "I think that both the McLaughlin case and this case have shown how arbitrary admissions systems are on a certain level." She believes that "the public perception is that there are kids who are less deserving to be at the exam schools." There is another issue that comes with all this: the idea that not everyone has the opportunity for an equal education in the system. Mrs. Weisenberg elaborated on this by stating, "no matter what the outcome of the case is, there is a reason for the School Committee to look at different admission systems and there is a need for the city to develop some other high schools that are of equal quality as the college preparatory schools."

This case is, I am sure, a very controversial one, perhaps even more so than that of Julia McLaughlin because it is the second one in two years. Hopefully, something can be done so that there will not be another lawsuit next year.

## Recycle!

By Mary Preap, III  
Contributing Writer

During lunch, you may have seen kids carrying boxes around collecting lunch trays and cans. This is a new recycling program. So far, the students volunteering are mainly from the Earth Awareness Club and the Semi-Formal Committee and soon members of SEAL. It all got started one day when Ronaldo Rauseo-Ricupero, president of the Semi-Formal Committee, and Alinna Chung, president of the Earth Awareness Club, were talking and it hit them: they should start a recycling program at school. Although people may have doubts, it's a great program and it does help. All you have to do is empty the food from your lunch tray and keep it at the end of the table for the recycling kids to pick up. That doesn't seem too hard, does it? They also collect soda cans. So, if people would leave them at the end of the lunch table along with the trays, it would be very helpful. When all the trays and cans are collected, a representative from a program called STRIVE picks them up and takes them to various recycling facilities.

I would like to say a big THANK YOU to all the kids volunteering during lunch. I know it wasn't easy the first couple of weeks. I would also like to thank all the teachers, janitors, and the kids who do recycle because they're really being helpful. One last thing, PLEASE RECYCLE!



The Argo is  
now accepting  
applications for  
editorial positions  
for the 1998-1999  
school year.

See Feng in HR 137.



# News

## We Have a Voice

By Uche Ajene, I  
Staff Writer

The Boston Student Advisory Council (BSAC) is the voice of the Boston Public High School student body to the Boston School Committee. It is comprised of over sixty students, who represent the seventeen high schools in the school system. These school representatives are usually chosen from each school's Student Council. The Council meets monthly at 26 Court Street.

BSAC discusses issues that affect all or most schools, such as curriculum and sanitation problems. BSAC discusses issues that affect individual schools as well. As these issues arise, we notice that there are often similar problems in most schools. The problems that have frequently arisen this year are tardiness, caused mainly by the policies and problems with the change of school hours, as well as the curriculum standards.

The problems that arise are then reported to the Boston School Committee in one or two ways: through the president of the BSAC, yours truly, (who also serves as the student representative of the Boston School Committee) or through student representatives (BSAC members) on sub-committees of the School Committee, mainly promotional-policy and tardiness task force.

The most recent meeting of BSAC was held on January 22, 1998. At this meeting BSAC had a chance to discuss the issues with the Superintendent of the Boston Public Schools, Thomas Payzant, as well as

with the Deputy Superintendent of Boston Public Schools, Janice E. Jackson. This question/answer session provided students with a great opportunity to ask questions, either specifically concerning their school, or about policies concerning public schools in general.

The goals of BSAC are: to change policies in the school system that are outdated, ineffective and useless; to help come up with new policies that could prove to be beneficial to the Boston Public Schools System; and to commend implemented policies that are working. BSAC is working hard to meet these goals, so that the BPS experience for present and future students is improved. In order to meet these goals, we need input from each school's student body.

BSAC is often invited to participate in different student/youth conferences. Some programs the BSAC has recently been active in are Team Harmony and Student Government Day. With help from Teen Empowerment and the Mayor's Youth Council, the BSAC is currently planning to host a Student Forum. The tentative date is set for March 6, 1998. The forum will be used to come up with a vision of an ideal Boston Public High School.

In order to get more involved with student government and BSAC, please contact myself or one of the following Boston Latin students: Ann Fountain, Casey Garr, Melissa Nettleton, Ronaldo Rauseo-Ricupero, Paul Stankus, Colby White, or Karen Young.

## Rewriting History

By Ronaldo Rauseo-Ricupero, III  
News Editor

In January, every student received a copy of *Great Expectations in Boston's Public Schools*, a newsletter published by the BPS and The Boston Plan for Excellence in Public Schools. This four-page flyer very briefly described the new Citywide Learning Standards and gave praise and accolades to the new "high expectations" that Boston will be adopting. However, this great revolution in education in our fair city, which is supposedly going to make students "work harder, think more deeply, and really learn the material" is driven by the Commonwealth as well as the city. This newsletter is the first indication to the student body that the beloved Massachusetts Education Reform Act is finally going to be implemented in Boston Public Schools. This implies drastic changes across the board for the entire Commonwealth of Massachusetts, the center piece of which is the new Massachusetts Curriculum Framework in each subject area. This means that the state has rewritten the book on education, and has mandated that all schools comply with it. There have been boards drafting frameworks, and implementation boards, and up until now, the entire process has seemed relatively remote, but now the changes have made their way into our school.

This time modifications are set to be made in the History Department. In conjunction with the New Massachusetts History and Social Sciences Curriculum Frameworks, the Boston Latin School History Curriculum is also being modified, making for a more rigorous history program. The students who will be entering Latin School in the fall are going to experience the greatest change from our present

system. These students, along with all the students after them, will take a history in their sixie year. All seventh graders will be required to take a United States History Course which will encompass the time from the founding of our nation until about 1880, including some necessary Civics and Economics. Then students would go on to the eighth grade and take a new World History Course, which would include knowledge of ancient history up to 1500 AD, all leading up to their assessment of their learning in these two classes by the required state MCAS examination, given to all students across the state.

After that examination, students would take another World History Course in the ninth grade, instead of the present Civics course, which is to be eliminated from the curriculum entirely. The World History course replacing Civics would involve the study of the time from 1880 to the present, thereby creating a continuous timeline of study between the eighth and ninth grade, using one textbook for both years. The current students who will be entering the ninth grade in the fall will take this course also. When these students enter the tenth grade, which will not undergo any curriculum changes, they will be required to take and pass a mandatory MCAS required for graduation.

The upper levels of the History Program will require no changes to the current system, except for the addition of an option of an elective of Civics in Senior year.

All these new requirements will necessitate one to two new staff members in the History Department, and a larger workload for sixies. The plan is expected to be proposed to the School Site Council and approved in time for implementation in the fall.

## Environment vs. Economy

By Ernani DeAraujo, II  
Editorial Board Associate

This past December, in the city of Kyoto, Japan, leaders from 150 developed nations met to draft a treaty that would aid in reducing the effects of global warming. Despite its ground breaking effort to help diminish the emission of gases harmful to the environment, the Kyoto treaty is being decried as potentially detrimental to the U.S. economy and as an ineffective measure that would surely fail in its effort to clean up the environment.

In its existing form the treaty has two major components. The first and most significant component of the treaty is a plan to reduce "green house" gases. According to many scientists exhaust gases like carbon dioxide which are emitted through the burning of fossil fuels, collect in the atmosphere and consequently prevent heat from escaping- hence the term "green house effect". According to the treaty the emission of these gases must be reduced to 7 percent by the year 2012. Therefore, the U.S. would have to cut its

current emissions by close to onethird.

The measures that would have to be taken in order to reach that goal could harm the economy and inevitably the American consumer. Among the changes that would have to be taken is energy rationing. This most likely would mean an increase in the gas tax, which would incur a tremendous effect upon the economy. More expensive gasoline would effect thousands of U.S. businesses, potentially forcing them to raise prices on their goods and services, lower the wages of their employees and result in widespread worker unemployment.

A 1995 Gallup poll showed that 63 percent of Americans felt that the environment should be cleaned up even at the expense of the economy. Therefore it could be inferred that the American public would approve of the Kyoto treaty. However, that is not the case.

The Kyoto treaty is not a "global solution" to an international problem. The second component of the treaty provides for exemption of "developing nations". Brazil, China and India, nations notorious

for their lack of environmental protection laws, do not have to observe the treaty's standards. However, the U.S., Japan, and European Union, who are at the forefront of the global environmental cleanup, will be forced to follow the treaty's standards. Americans strongly disapprove of having their hard earned wealth shifted to undeserving nations, which is essentially what the Kyoto treaty will accomplish. Stiffer environmental regulation will hamper U.S. businesses, while businesses in nations like China will have a definite economic advantage. Companies would much rather establish themselves in nations that have less regulation and more free enterprise, in order to insure a higher profit.

Also, many specialists agree that treaty's proposed plan to clean up the environment will not even be effective. The 1990 gas reduction plan is not being fully observed by the participating nations a fact which makes one wonder whether or not the Kyoto plan will actually be heeded.





# Features

## Physics Fun with FIRST

By Kerry Greene, II  
Staff Writer

Who are those lucky kids who get to go to Florida in April? The MassPEP intellectuals that's who! Why? You ask. Well, for the first time in BLS history, we are involved in a national robotics competition called FIRST.

FIRST is an acronym which stands for: For Inspiration and Recognition in Science and Technology. It is a national robotics competition held annually which pairs high school students with universities and corporations. They must build their own robot in a period of six weeks. Seems impossible doesn't it? Our team is already well on our way with the robot design completed, we can now start building it. FIRST was started in 1989 by Dean Kaman, the president of a New Hampshire based corporation. The goal is to attract the youth of today to science and technology by showing them it can be fun.

BLS is paired with Northeastern University and Textron Industries. This is our first year and we are facing some major obstacles, especially in the financial area. There are many expenses involved. Not only do we need money for the parts to build the robot but also for the trip to New Jersey, where the regionals are held, and for the trip to Florida where the nationals are held. As of now, we still need to raise over \$16,000 within a month. The college student leader is an energetic and hopeful young man named Joe Canavan. He is a veteran to FIRST, having gone to the connection twice with his former high school. Unfortunately, they never won anything but he is quite ambitious about this year's competition. He hopes to bring home a trophy or award.

The FIRST team consists of various small teams, each with a special task. One of the teams is the construction team; they are responsible for building the robot and making sure it does what it is supposed to do. The second team is the tactics and strategy team; they come up with ideas for how to play offensively and defensively and how to win! The next group is the journalism team; they call the local media and spread the news about our team. They also are responsible for competing for the prestigious Chairman's award. The spirit team comes up with cheers and gets everyone pepped for the competition. Finally, there is the CAD team; they are the computer animation design team.

The official name is The Northeastern University Boston Latin Textron Industries FIRST Team, but since it is a little hard to chant "Go, Northeastern University Boston Latin Textron Industries FIRST Team, Go!", we have a nickname: Nu-trons. Our robot's name is Voltron. For those of you who don't know who Voltron is he is a robot-power ranger-transformer dude, who stars on his own show. Another great tidbit of information is our team motto: "Someone's gotta win, why not us?"

For anyone who is interested in joining this cool and fun-filled team, here is some more information to convince you: you can win scholarships, you can give back to the community and most importantly you can have the satisfaction of helping build this robot. Whether we bring home a trophy or not, we will have gained something special just from being part of this competition.



## How Much Do You Really Know?

By Kristen Armandt, I  
Staff Writer

Look around you. I mean *really* look around you. Do you realize how many people would love to be in your place? Do you realize how lucky we are, and that all of us take it for granted? Step out of your comfort zone, your new cars, video systems, etc. and think about how you, and this country, came to be where we are today.

Two other BLS students (senior Jamakeah Barker and junior Helen Wong) and myself are involved with an organization called Project Hip-Hop which stands for Highways into the Past, History, Organizing and Power. Last summer, we and twelve other teenagers traveled for three weeks over 5,000 miles visiting major civil rights areas in the South.

Now, as many seniors and juniors know, the US History course barely makes it to World War I, forget Vietnam, Korea; or Cointelpro. And never was I taught about the Civil Rights Movement. How can thousands of people standing up for their constitutional rights not even be mentioned? Now inevitably someone will be reading this article and say "I know all about the Movement! My teacher taught me about Martin Luther King, Jr. and Rosa Parks." And it's true that schools will always give vague references to the struggle for voting rights and that they will forever stress these two ever-present figures, but what do you really know about them? Were you taught that Parks was some tired old woman whose feet hurt so badly that she refused to give up her seat? Or were you taught that she got on the bus intentionally to protest segregation? And what about Martin Luther King, Jr.? Could anyone (except for a few) repeat more than three verses of his famous "I Have a Dream" speech? Do you know that he contemplated using violence as opposed to non-violence in the Civil Rights Movement? Missing from common knowledge are the speeches in which he criticized the US economic system and the exploitative role played by big businesses in third world countries.

We traveled to cities such as Birmingham, Alabama, where children as young as eight years old marched for equality, to Meridian, Mississippi, where three men (two white, one black) were killed by the Ku Klux Klan for investigating a church that had been set on fire. Eventually we all began to see how much people had given up and how many people had died just to make our world a better place.

Although the depth of racial hatred has yet to reach the height it did during the Civil Rights Movement, it still exists today. How can we say there is racial equality when groups like the Ku Klux Klan, the NAAWP (National Association for the Advancement of White People) and the Aryan Nations have flourishing memberships. If you think that this doesn't affect you, let me first mention that there is a KKK chapter in Massachusetts. There are problems of racism, sexism, and all forms of oppression. Many fellow teenagers have to deal with the continuing problems of drugs, education, employment opportunities, racist policing, and a growing prison system.

This trip changed me in ways that would take dozens of pages to explain. I guess the point I'm trying to make is that life is more than the party on Saturday night. Now, look around again. Do you have something in your life worth dying for? Remember, you do have rights – take a chance, and stand up for them once in awhile. You could make this world a better place.

*Note:* If you would like an application to apply for this trip, see Jamakeah or me in 114 or Helen Wong in 137. Applications are due on March 30 for the 1998 trip.

## Mr. Longfield

continued from page 1

"I developed my work ethic from my Latin School days," says Mr. Longfield, "and learned how to manage my time well." This skill is essential considering his business endeavors, his involvement with Latin School, and his family life with his new daughter, Kate.

So, what is in store next for the man who seems to have been everywhere and back? Mr. Longfield has some great plans for BLS in the area of technology. In addition to the progress already made in the way of new computers, Internet access, and a school webpage, Mr. Longfield tells us that by the spring, the computer labs in 304 and 307 will be equipped with all new Pentium computers and Internet access. Also in the future, look for new computers and printers in the teachers' rooms and guidance offices.

The vision that Mr. Longfield hopes to see realized is a school where there are computers in every classroom that can be used as integral tools for learning. When he was asked how he felt technology would be integrated with the classical education provided by the Latin School, he said this:

"Computers can help in the classroom in many ways. They can help greatly with curriculum development, lesson plans, handouts. They can help teachers with grades, too. For example, when my wife, who is a teacher, would do her grades at the end of a term, she would have to get out her calculator, and punch in all the grades, divide by the different numbers of tests in each section, and weighting was a nightmare, dividing some numbers by two, doubling others, keeping track of all of that was a painstaking task. Now she can just plug them into the computer, and have all the grades done automatically.

Communication, too, can be made much easier. Right now, if a parent wants to set up a conference with a teacher, it can take three days for the teacher to get the message in the first place, and the little pink slips just aren't effective enough, and are easily lost. If there were computers in the classroom, the parent could e-mail the teacher, and have an appointment set up in a matter of seconds. Even in the building, if I'm on the first floor, and need to send an urgent document to someone on the third floor, instead of running all over the building, I can send it to them electronically.

Not to mention the value a computer has as a research tool. Marianne Pagos, for example, who teaches Greek, the most ancient subject offered here, has been able to research from the Internet volumes about Greek culture and history, which she uses in her class constantly."

Mr. Longfield realizes that it is going to take hard work and time to see his dream of a technologically-enhanced school come true. He also understands that not everyone shares his dream, and that there are always going to be those teachers who will refuse the innovations. He does feel however, that it will be possible with the continued support of the BLS Foundation, which has been so generous thus far with its \$250,000 contribution. This project however, is now going to continue at this rate of expenditure, considering that this is the first year of the program and much of those funds were used in one-time cost channels.

At the same time, one must consider the fact that in this way, Latin School is unique with access to these funds. Mr. Longfield feels, however, that the entire school system can benefit from the achievements that the BLS Technology Committee has made, in the way of advice and experience it can provide to other schools who want to start their own technology committees.

The main message of Mr. Longfield to schools wishing to embark on this task, is that it takes dedicated, hardworking people like the approximately twenty dedicated members of the BLS Technology Committee, who have persevered tirelessly to improve Latin School to make sure that it continues its tradition of excellence into the twenty-first century. "Technology can help, but only if it works. . . If there are enough people focused on a common goal, they can make anything work."



# Forum

## Ideal Education

By Daniel Gelbtuch, II  
Staff Writer

We bravely embark on yet another court case which will decide whether a student, who claims she was unjustly cut from the roster at our illustrious Boston Latin School, will be allowed to attend the school. The parents of this child find fault with the new entrance system, which was designed to base admittance less on race than the old system. The court case will probably end with the girl's being allowed to attend Latin School – and then return to the drawing board with entrance policy. However, it is time to step away from this admittance mumbo-jumbo and take a look at the real issue at hand, education. Why is it that we live in a city where people feel they must go to court to seek out a good education? Why is it that there are so few quality schools in Boston that we must spend countless dollars and hours establishing "new and improved" entrance policies for the few schools that are of high quality?

When dealing with the problem of begging, it is not sufficient to hand a beggar a piece of bread and then be on one's way. No one sees why this man was reduced to begging in the first place. One must try to find out what kind of society would force one of its members to beg for simple sustenance. Why must people beg, in the city of Boston, for a good education? This scenario of the beggar very much parallels the state of the education

system in Boston. The current court case calls on our senses to see the underlying problem with education in our city. It is not good enough to simply let the child in, develop a new entrance policy and be on our merry way. No; this would be the same as handing a beggar a piece of bread and being satisfied that we've solved the problem of begging. We must not merely scratch the surface of the problem but seek out the root. We must fix a system that asks the court to decide between "fair" admittance policies and a diverse student body.

We should not be in the position where we must decide between "fairness" in admission and diversity, but we should develop a system that allows for both. If our energies are put into developing many quality schools in Boston, then we don't have to put our energy into developing admission policies for the few that currently exist. A good school must contain a few main ingredients: motivated students, good teachers, and a diverse student body. These items will help to give a complete education; they would provide an education that is neither completely concerned with tests scores and narrow academic requirements necessary for success. A school with these ingredients will give students a complete education, academic and cultural. Our energies must all be concentrated on establishing this type of school environment and to fixing education at its roots.

## Letter to the Editor: Death Penalty

The article "Death Penalty" by Daniel Gelbtuch in the last edition of the *Argo* contained this statement: "This crime [referring to the murder of Jeffrey Curley] changed the opinions of many people around the state causing a rise of popularity for its [referring to the death penalty] re-enactment." I'm sorry, but this statement is simply inaccurate. The people who switched their votes were reminded of why they should be pro-death penalty.

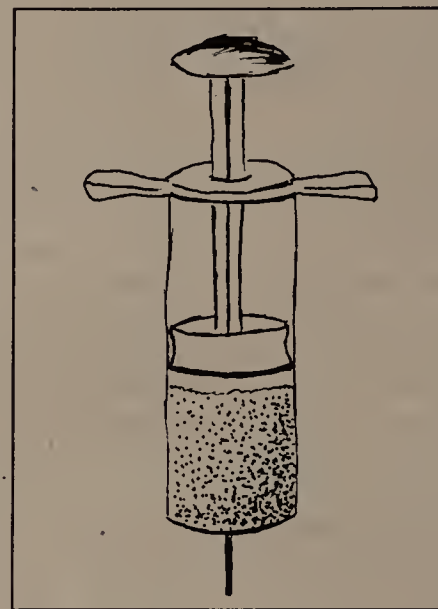
We don't live in Mr. Roger's neighborhood. We live in a state where crimes happen. Yes, revenge is accomplished when you see the guy get electrified to death. So what? That's not the only thing accomplished by the death penalty. We are living in a society where you can go around shooting down fifty people before you're stopped. We can bomb entire cities and destroy the

lives of millions with the mere touch of a button. If laws that measure up to the crime committed are not put in place, how are you going to feel secure? How, when a stranger can kill your entire family and still be alive and well-fed in a jail?

He also stated that, "There have been countless cases where executions have been carried out on convicted killers and then the executed were proven innocent." So? Why don't you argue against the imperfections of the United States justice system instead? Meanwhile, any person can torture and murder an entire family and still stay

alive. He presented his facts well, he presented your idea well, but his idea had holes and your morally correct vision freed the murderer of his crime. Is that what you want?

—David Wei Liu, I



## Met I: College Stress is . . .

### . . . a Product of the System

By Ian Marlier, I  
Layout Editor

There are those who say that college admissions officers are all sadists, evil and horrible people whose sole reason for living is to make the life of any average high school senior into a living hell. These very same people say that the sole reason for the existence of college applications is to place undue stress on already over-worked teenagers. While I agree that some evidence suggests that this is the case, the fact is that stress is a by-product, rather than a direct result, of college applications.

Colleges want students who can both think and write, and that is the goal of their applications. They include essays because they want to know that if given a subject and a time limit, you can generate an essay which makes sense and gets your point across in a clear and concise manner – and even more important, an essay which HAS a point. While this seems to mean – sure, they can judge your application on the sole basis of academic record (which means a lot less work for them as well) – it actually serves a very important purpose. The essay, and the time limit which inherently goes along with it, give colleges a measure of your ability to think, and means of judging whether you achieved whatever rank you happen to have attained through thought or by "playing the game." Sure, this does mean added stress, but it insures that colleges admit people who will fit in at the school.

The other cause of stress in the college application process, above even the essay, is the waiting. Waiting for the decision, for deadlines, for forms. At every stage in the process there are things which must be waited for, and the simple anticipation causes stress at a level above and beyond what will be experienced at any time prior to this process. But this is not intentional on the part of colleges. It is a simple logistical problem – if you have 11,000 applications to read, it is going to take a while to get through them. As nice as it would be, we can't place the blame on colleges.

Stress happens. Especially when applying to college. But the reality is that it is simply a by-product of the exactitude needed to make a proper choice about admitting a student to college.

*Ian is the Argo's Layout Editor and the most stressed person in the school. Matt is far more relaxed by virtue of being the Graphic Arts Editor and listening to the song "Aardvarks are my friends."*

### . . . the System

By Matthew Bennington, I  
Graphic Arts Editor

Again I find myself sitting at my computer at home, late at night writing this column. They say that BLS is a college prep school, well it is. I am truly looking forward to spending many late nights in my dorm partying or writing papers or whatever, and since senior year has weaned me of the need for sleep, I'm going to be all set. The point of this article is to deliver my personal thoughts on the college application process so let me get to it.

Let me start by saying that I have a theory about the process of getting into college: I think that the application process is the final test of a high school student's sanity and emotional stability. I am personally applying to eight different schools, none of which is a 'first choice' or a 'second choice.' I am right now so devoid of concern for these schools that I would be happy if they just spelled my name correctly on all of the rejection letters. I am sure that Mr. Contompasis and other administrators may find it discouraging to hear a senior speak this way, but I feel as though I have gone around the bend and back just going through the paperwork.

There are basically three parts to applying to any college: the application forms, the interview and the financial aid forms. This is a very rudimentary breakdown of one of the most painful ordeals I have ever gone through in my life. Some schools take the Common Application, other do not. Some schools require supplements to the Common Application, other do not. Some schools allow you to apply on-line, others do not. Some schools have their own specific admission forms, others do not. Some schools take either the Common Application or their own forms, so you end up with copies of both, wondering exactly what has to be submitted. Once you figure out which of these variants your specific schools are looking for, there are the letters of recommendation, the essays and then the endless stream of little questions. *Date of birth: 3-30-80 Field of Study: Computer Science Do you know all the words to the song "Aardvarks are my friends?"* : Yes.

Personally, I have found the interview to be the easiest part of the entire experience. Most of the interviewers are intelligent people who at least appear to have some genuine interest in the students. Some are tougher than others, but mostly they really just want to get a clear picture of the type of person you are. Also, interviews are not held at the South Station postal annex at 8:30 on New Year's Eve because they have to be in the mail that day. This means that interviews are a bit more flexible in terms of scheduling. Applications are not, and for those of you who do not understand the reference, the South Station postal annex is a post office that is open twenty four hours a day.

I want to finish this disconnected article by saying that I see the whole process as a gauntlet. You must complete form after form after form after form. The scary thing is that these pieces of paper are making reports to people that can shape your entire future. I believe that applying to college is truly a challenging and difficult thing to do. It can be a strain on both parent and child; it is a part of the growing process in this day and age. I believe that colleges must realize what they are expecting of their applicants. They want us to bear our soul openly. It is a test of our intelligence as students, our integrity as individuals and our maturity as young adults.

By the way, there are four words in the song "Aardvarks are my friends."



# The Downfall of an American Pastime

By Samuel Graham-Felsen, II  
Staff Writer

- 1948. Bad kids buy cigarettes. Cigarettes come with baseball cards.
- 1958. Kids buy gum. Gum comes with baseball cards.
- 1968. Kids buy baseball cards. Kids put cards in the spokes of their bicycle wheels.
- 1978. Kids buy baseball cards. Kids like to look at the pictures and read the stats on the back.
- 1988. Kids buy baseball cards. Kids trade cards and try to collect the whole set.
- 1998. Kids buy baseball cards. Five dollars for a pack. Kids buy pack after pack after pack. Kids become addicted. Kids go bankrupt. Kids go crazy. The hobby is ruined.

The baseball card industry is in a sorry state. What once was an innocuous, pleasure-bearing hobby has now become the opposite of what it once represented: a vacuum that drains from children all of their money, and more importantly, much of their innocence. Perhaps a more apt name of the baseball card industry should be the LGCC: Legalized Gambling for Children Committee. One cause has ripped its way through this once harmless hobby and left behind a trail of corruption: insert cards. These cards, which are randomly inserted into packets of regular cards, have been the sole factor for kids to gamble, and the sole factor for the complete demolition of the hobby. They are special cards, which first appeared in the early 1990s, often brandished with fancy foil, eye-catching holograms, and even actual player autographs. The odds of pulling one of these special cards is usually posted on the pack and reads something like: "Odds of finding an NBA All-Rookie Foil Card 1:36 packs." As a result of the scarcity of these special cards, they are "worth" more than the regular cards in the pack. They have caused kids to buy packs only in search of these inserts, and have raised prices to an insane degree. Kids literally throw away regular

cards, and pay up to twenty-five dollars a pack. And in 1993 a guy name Shaq had to come along and just make things worse. Shaquille O'Neal, the 300 pound, 7 foot sensation out of Louisiana State University, with his size 21 shoe, stepped into the hobby and left behind an everlasting footprint. The Orlando Magic drafted Shaq number one in the NBA draft, and he immediately broke out in the NBA. As Shaq plowed through the NBA in his rookie year, card collectors went hysterical, purchasing pack after pack in hopes of receiving a Shaq rookie card, or better yet, a Shaq insert rookie card. And so the prices went up. Way up. Fleer Ultra, the hot new type of card which boasted about having "thicker cards, more gloss, and better inserts," exploded in the market, and the prices of these packs ranged from four to seven dollars each. Nevertheless, consumers still ate the Ultra up. This told the card companies and the local card dealers something. "We can charge whatever we want. If they want the inserts, they will buy the pack at any cost." And so the Shaq Epidemic permeated the different sports cards too. And one by one, hockey, baseball, and football packs all soared in prices.

As if five dollars a pack weren't enough, the card companies took it one step further when they instituted Premium Packs. These packs were the Ultras of Ultra. They supposedly were of far better quality, had better pictures, and of course, had better insert cards. Topps Finest, which debuted in 1993 in baseball cards, had collectors so wrapped up that the dealers charged twenty five dollars a pack. That is a 5000% increase from ten years ago. Consumers still bought these packs like madmen, in frantic search of that lucky pack which would reveal a Refractor (special rainbow card insert) of Nolan Ryan, worth approximately 2,000 dollars. That's worth 4,000 times the amount of the most valuable card ten years ago, a Wade Boggs card worth fifty cents. Young kids would save their allowances for five weeks, and then go and blow it all on one pack.

The worst thing about the hobby is that no matter what, the consumer never wins. Even if some sick addicted kid finally pulled a card worth 200 dollars, he'll still lose. All he wants after getting a card like that is to

be able to sell it back to a dealer and make a profit. However, when he goes to a maniacal card dealer (99% of them are), he discovers that the dealer will only offer half or less than the cash value of what the card is actually worth. And so, the collector is left in an unending chain of money draining. The kid who once liked to play with Legos and enjoyed swinging on the monkey bars is now a greed-infested, money-hungry zombie, completely controlled by the industry, and in the end, left hopeless and melancholy. Tell me I'm a cynic. Tell me I'm exaggerating. Tell me you couldn't possibly believe such a thing is happening to this cherished pastime. Well, believe me, it is. I have been there. In total seriousness, I am a former card addict. I spent hours on end, wasting away my life in card shops. I spent thousands of dollars on cards, money I could have saved for that "special something." I spent numerous sad Sundays grieving over the never-ending waste of money. I used to spend so much of my money on cards that I literally starved myself and walked home (because I had no more money for the bus), just for "that one pack," and a chance that I just might get "that one card." One day I woke up. I realized that I was an addicted gambler. I, who always thought my judgment would prevent me from being an addict of *anything*, was, in every sense of the word, an addict. I am glad that I no longer indulge in such activity, but just like recovering alcoholics who see people drinking in front of them, when I see a card shop, a chill runs down my spine. "Just one pack Sam, come on," I urge myself. Then that I snap out of it, narrowly avoiding what could have become an addiction all over again. Yes, the hobby is forever ruined. There is no turning back now. I say ban insert cards, but who will listen to me? Nobody will buy cards, they say, if we take away the inserts. Tell me I'm wasting my time for caring about such a seemingly superficial topic, but I can't help lament about the fact that a pastime formerly identified with smiles and fond memories of childhood, is now synonymous with greed, corruption, and loss of innocence.

## Ban Bans on Technology

By William Young, II  
Staff Writer

In mid-January, President Clinton called for a ban on human cloning. On January 11, most of the European Union signed a cloning-ban treaty, with the notable exception of Germany. Washington is calling on its allies also to call bans into effect. Most religious leaders are against cloning, or are merely confused, as they consider if a cloned human has a soul—and there has been relatively little support in the scientific community for it. The event that triggered the outpouring of such trepidatious discussion was the previous week's announcement made by Richard Seed, a Chicago physi-

cist, about opening a cloning center outside of his home town. Seed argues that cloning, in addition to creating people with copied DNA, could extend life spans, aid medicine, allow better study of the effect of DNA on human behavior, and help infertile couples create children. It could possibly be helpful even in curing cancer. Despite all the possible gains this new technology could make, the establishment seems to be rejecting it. There seems to be no solidity to this paranoia. I personally have yet to see an in-depth argument on behalf of the ban. There are relatively few drawbacks to this technology, as long as it is not abused, and great gains could be made. Like any other technology, cloning is not evil. Cloning is

a tool that could be used by the benevolent or by the malevolent. Id exemplum, nuclear fission has led to two great tools, one of which is usually viewed positively and the other viewed negatively. However, neither nuclear power or nuclear bombs have killed people. People kill people—through inattention at Chernobyl and through the desire to kill at Hiroshima. Nuclear power has proven to be a very clean technology, which creates far cleaner electricity. Thus, I can only argue that a technology itself is not wrong. Maybe space flight is wrong because we could use space as a battleground. Maybe computers are wrong because they break sometimes and people lose a bit of data. Maybe cloning is wrong

because people could skip sex and go straight to child-rearing. Maybe what the establishment seeks is self-preservation. Perhaps people have been so indoctrinated by opponents of cloning and political interest groups that they don't even listen to the specialists who proclaim that cloning may be a boon to humankind. I'm not advocating a society where people can run on down to the corner store and come back with their own facsimiles. All I'm saying is that there is a plethora of benefits that could accompany the technology pioneered at Roswell. Think, President Clinton—don't ban cloning. Don't interfere with science before you contrast the benefits with the dangers.

## Forum Question

*Should Karla Faye Tucker have been executed?*



If we are lenient towards her, we would be discriminating against people based on gender and religion. Religion and gender shouldn't matter.  
—Nan Ding, I



I think that she should have been executed if that's the law in Texas. She shouldn't have been given any special privileges. If you make one exception, you should make all types of exception. It would be sexist otherwise.  
—Sarah Colvario, II



The punishment is for the crime, not for someone's morals. If someone wants to commit murder but doesn't, they should not be tried. So if someone kills someone and regrets it, why shouldn't she be killed?  
—Matt Gillooly, III



I don't think that she should have been killed, not because of gender or religion but because I don't believe in the death penalty in general.  
—Rachel Breen, IV



If she did kill someone, she should have been killed, no matter what her gender or religion.  
—Natalie Truong, V

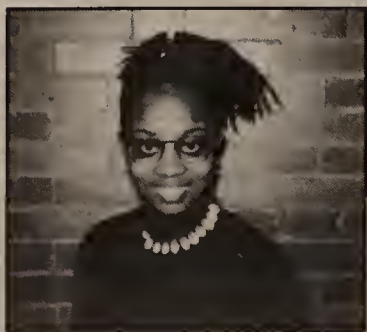


I think she should have been killed. She killed two people for nothing important.  
—William Keary, VI



# Arts and Entertainment

## Arts Spotlight



Rasheena Howard

By Emmanuella Duplessy, I  
Editorial Board Associate

The arts have always had an immeasurable significance in Rasheena Howard's life. Her initial interest in the arts was inspired by her sister, Kim (Class of 1993). "She basically just introduced me to being involved, (in every sense of the word), and she showed me that the arts not only held beauty and extravagance, but that it could be used as a stress reliever, which you need at BLS." With the influence and support of her older sister, Rasheena began to explore the arts and found her niche in drama and theater.

Immersing herself in this newfound passion, Rasheena became involved in the Young Arts Program at the Wang Center and the Drama Club at the Strand Theater. Nowhere near shy and sheltered, Rasheena opened up and left all inhibitions behind the moment she stepped on the stage. Although she appears small in stature, this young woman never ceases to capture her audience with her powerful voice and dramatic style. When performing, Rasheena commands a certain presence that cannot easily be ignored.

Rasheena's talent has opened up many doors for her, especially in the area of public speaking. Last year, Rasheena was the Mistress of Ceremonies at a Martin Luther King Jr. Celebration, where she spoke about Dr. King. More recently, Rasheena along with other members of BLS and the Young at Arts Program were invited to participate in Team Harmony at the Fleet Center. There, as a keynote panel speaker, Rasheena had the opportunity to speak about discrimination and also to meet the first lady, Hillary Rodham Clinton.

While juggling these activities, Rasheena also manages to find time to remain active in school. As Senior Class Secretary, Rasheena tries to keep the vested interests of her peers at heart while making sure they are informed of the issues that effect them. As a Captain of the BLS Step Squad, Rasheena works hard to foster school spirit, using a different "flava." Being a member of the Step Squad since her sixth year, Rasheena has gained a higher level of discipline and involvement, which has especially taught her that she has much to offer. Rasheena is especially proud of the BLS Step Squad because it has come a long way as a new sport, and this was proven in 1997 when the BLS Step Squad won first place at the Citywide Step-Off at UMASS-Boston. When asking about returning in 1998, Rasheena says, "In '97, we came out number one. In '98 we're gonna have to do it again."

But amidst all this chaos, Rasheena still finds time to occasionally sing and write poetry. These performances are much more laid back than her usual speaking events; Rasheena likes to read her poetry at Estelles Afrocentrics and the Brookline Moon Cafe. This kind of reading and acting are Rasheena's greatest sources of pleasure. They also keep her mind off the anticipation of her future. This time next year, Rasheena hopes to be attending Boston University and double majoring in broadcast journalism and theater, while continuing to act. "My main goal is to expand theater departments in inner-city schools because I feel that the arts are essential to the learning experience." Well, Ms. Howard, as far as you've come, we wouldn't expect you to accomplish any less.

## Saigon is Stereotypical

By Jesse Barnes, I  
Arts & Entertainment Editor

When Alain Boublil and Claude-Michel Schonberg teamed up to write the musical *Miss Saigon* in the mid-eighties, they were looking to duplicate the success of their previous shows, such as *Les Miserables*. However, the duo had worked for a musical about France in the past, created numerous profiles, and transformed a woman in the 1970s. But Schonberg is not the only person who has expressed interest about Eastern cultures and cultures, many still be seen as a heightened, or at least, current show. *Miss Saigon* at The Wang Center in Boston. The musical is a communist in its, governments and people, the objectification of Asian women, and the generalization of Asian characters in the past, either stereotypical or as blatant plot devices. It is how "mainstream and acceptable" it has become to express Western cultures as being superior to their Eastern counterparts.

Although the musical contains one song mocking the greed and corruption inherent in America's capitalist economy and one song mocking the militant atmosphere and lack of individuality in post-war Vietnam's communist society, the two do not have very negative connotations. The "capitalist" song takes the tone of light-hearted, good-natured satire: it ridicules our craving for money, but completely ignores the deep-rooted social problems that such greed generates. Furthermore, it is sung by a Vietnamese man, allowing the majority of theater-goers (mostly the wealthier people in our society) to take comfort in the self-deception that we're not really a greedy, self-centered country; we just seem that way to the ignorant immigrants. The "communist" song, however, is sung by "real" communists (or at least actors pretending to be communists) and focuses on militant collectivism, ignoring the potential of such an economy to end poverty and dependence as we know it. Although the techniques used in these two songs may be subtle, the message of capitalist superiority is not.

The argument put forth repeatedly on behalf of the co-writers of this musical is that their criticism of Asian societies stems from the traditional oppression of women in such cultures. We, the audience, are supposed to hate Thuy (the main communist character) because he feels Kim (the female lead) is his property based on a marriage agreement reached between their fathers years ago. Simultaneously, however, we are supposed to

sympathize with Chris and John (two American soldiers in Vietnam) despite the fact that they frequent a Saigon whorehouse where they eagerly partake in an act as objectifying of women as the concept of an arranged marriage could ever be. The horrendous treatment of many Asian women has in no way been limited to Eastern cultures. In fact, there is no reason to presume that Western society is any less responsible for oppressing women; thus, it would be hypocritical of the musical to express its criticism of Asian cul-

ture. Perhaps the musical is the most stereotypical and most clichéd of all, showing a pattern of dehumanization of Asian characters and used as a device to create a sense of drama. Puccini's *Madama Butterfly* is a more subtle and more realistic movie *Apocalypse Now* is a more realistic movie which unconsciously presents a more realistic view of East. Consider the following: in *Miss Saigon*, Wang's play *Madama Butterfly* is a more realistic movie in Western shows. What is the point of a homecoming queen? Why is she a businesswoman? He treats her cruelly, then goes home for three years, during which time she prays to his picture and turns down marriage from a young Kennedy. Then when she learns he has remarried, she kills herself. Now, believe you would consider this girl to be a *terrible* person, correct? But if an Oriental kills herself for a Westerner—ah!—you find it beautiful." We find the same thing with *Miss Saigon*, in addition to another ballad of Western shows: all the Asian characters are *terrible* (as does Kim at the end of this show) in order to make the Westerners look good (as does Chris in adopting the girl who has a Kim created).

Perhaps it is expecting too much of a musical more concerned with love, passion and betrayal, to be concerned with these mundane matters. But at the least, Schonberg and Boublil ought to have had the common sense to realize they could not copy their formula for success in previous shows without creating a host of issues related to the clash of these two cultures, and more importantly, their own one-sided perspective on that clash. In an ideal world, we should go to the theater and see the beauty and emotion possible in this artistic media without the stereotypes and insensitivity. But only the most optimistic would propose that that day will come anytime soon, given the level to which such ignorance has become ingrained in all of our minds.

## Titanic Speaks to the Spirit

By Amelia Aubourg, II  
Assistant Arts & Entertainment Editor

Outside the Cheri theater across from the Sheraton Hotel stands a long line of human souls from all walks of life. They shiver as the frosty winter air consumes every bit of their body. They all, including myself, have one thing in common: the movie *Titanic*. Their refuge on Martin Luther King Day takes them to Golden Globe's Picture of the Year.

Inside the auditorium were shrieks of adult chatter and hubbub as when one is hit with New York City for the first time. When the movie begins the viewer is brought under water for an expedition of the Titanic. The explorers are searching for jewels when they come across a picture dating back to the 1920s. The discovery is announced, on the news, by the explorers and is heard by an elderly woman who claims that she is the woman in the picture. She is then flown abroad with her granddaughter to recall the short lived adventure of the Titanic.

Immediately through her account we are taken back to the 1920s. Her character (played by the talented Kate Winslet) is a well-raised wealthy young woman due to marry into another rich family. She hates her life

because the materialistic and selfish world that she has grown up in has eroded any kind of virtue she once had. This of course all changes when she meets a young artist and her lover, Jack (played by Leonardo DiCaprio). His charm lures her in. This all happens over a 24-hour period.

The theme of social class plays an important role in the movie. Rose (Kate Winslet) is seen as a better person not because of her heart but because of her money. Jack (Leonardo DiCaprio) is seen as low and unclassy just because he has no societal upbringing or wealth. This war of upper class vs. lower class comes to an end when the Titanic sinks.

Another theme in the movie was the fact that man thought he could actually make an unsinkable ship. The designers never question its fall. Thoroughly convinced of its invincibility, not enough provisions are made for the ship. In the end when Titanic sinks, this deception of invincibility is overly futile.

The story of the Titanic is an extraordinary tale filled with wonder, magic, love, excitement and sadness. It is a phenomenal account that everyone should experience. The *Titanic* is a great epic that is understandable and speaks to the depths of the human spirit.



# Arts and Entertainment

## Black Comedy Preview

By Gina Cappelano, III  
Contributing Writer

As I head over to room 217 to interview a few people involved with the latest Drama Club Production, *Black Comedy*, I have no idea what to expect. I am not particularly familiar with the play nor its writer, Peter Shaffer. And well, the title is not very...comedic. As I enter the room where the actors are rehearsing and members of the production team are looking on, my first sight is that of Jonah Goldstein falling off his chair and hitting the floor. I then see Jesse Barnes crawling around, apparently stuck in some invisible restraint that I cannot see. Some may think that this is a tad odd, but I am not that surprised. After this fall's spectacular and deranged performance of *Moonchildren*, nothing our new and improved drama club does should surprise anyone.

The director and drama coach, Ms. Chloe Keller, allowed me to steal away her assistant stage manager, John Baker, for a few minutes to clue me in on this latest project. The plot of *Black Comedy* is very complex, full of mishaps and chaos. If you are a fan of British Comedy or just a fan of the theater, then you are sure to love this.

Carol (played by Olivia Liff) and Brinsley (played by Jesse Barnes) are young, in love, and dirt poor (he is an artist). They want to marry, but the only way for this to happen is to impress Carol's father, the Colonel (played by Jonah Goldstein). To do this the couple

"borrows" the furniture of their very stylish and eccentric neighbor (Jonah Birch), who happens to be away. Then they invite the Colonel over to meet an artist who will appraise Brinsley's artwork. That night, panic ensues when the noisy neighbor, Ms. Furnival (Naomi Krakow) shows up and realizes the furniture switch, and the fuse blows. More trouble arises when Clea (Kaitlin Jolie), Brinsley's ex-girlfriend appears, followed by Schuppanzigh, the German electrician (Jon Gass).

Judging from the amount of veteran and young talent found in the cast, this is sure to be another triumph in BLS Drama History. The hard work being displayed by the stage manager (Nina Brilliant), assistant director (Ingrid Liff), and all others involved with the production is sure to pay off at the Drama Guild Festival (a play competition that *Black Comedy* will compete in late this February) and here on the BLS stage.

Before its appearance at the Guild Festival, the cast is planning to perform a cut version of the play sometime before the end of February. Then, the full production will be scheduled for sometime in the beginning of March so keep your eyes open for posters with exact dates!

Show your support for the Drama Club by coming to see, *Black Comedy*, and you will be well rewarded. Besides, it's the only way to find out why Jonah and Jesse were crawling on the floor. . .

## Good Will Hunting

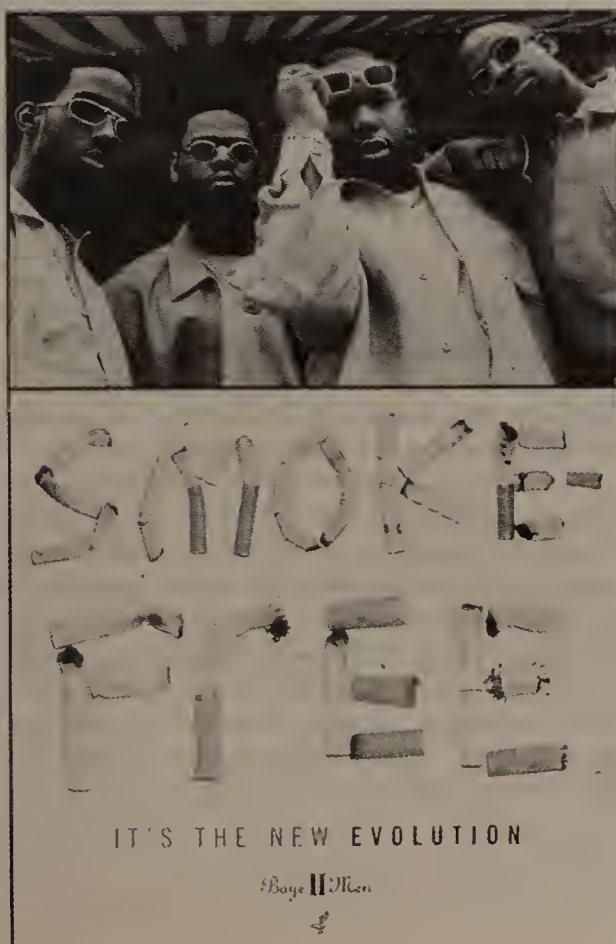
By Trung Lu, II  
Contributing Writer

Lately blockbuster movies are more focused on the science fiction theme: *Men In Black*, *Event Horizon*, *Aliens Resurrection*, *Star Ship Troopers*, *Deep Rising*, and the upcoming *Sphere*. Big bad creatures from outer space, "cool" graphic images and sky-high explosions are some of the in-your-face special effects that attract movie-goers. But *Good Will Hunting*, the movie that doesn't fit into the category, may be more than worth your \$7.50. It has no eye-catching special effects, or killer action scenes; it may not even be heart-touching, sentimental, or romantic. It simply has a good story line.

The story revolves around Will Hunting (Matt Damon), a troubled street kid with a gift in mathematics. A renowned MIT professor discovers his genius and wants him to realize his potential. However, his bewildered, rebellious temperance resists cooperation and tries the professor's patience. Only a professor (Robin Williams) from Bunker Hill Community College gets through to him.

It is the script writing which makes *Good Will Hunting* outstanding, and which earned it a Golden Globe for best screenplay. The smart dialogue is filled with connotations and insightful messages about life's direction and its choices, balanced with wit and humor. Two quotations that I especially remember were one spoken by the guiding professor to the stubborn, arrogant prodigy, "You may have read and know all about World War II, but have you held your bloodstained best friend in your arms gasping for his last breath and begging you with dying hope to help him," and the other, advice from his best friend (Ben Affleck), "You have a winning lottery ticket, and me, I'll wake up tomorrow and I'll be fifty and still be working in construction." There are no heart-pounding action scenes or stunning special effects to captivate your attention, but the dialogue will, with its philosophical yet charming manner.

If you're a thrill seeker who likes special effects and non-stop action, *Good Will Hunting* is not recommended. It is a movie for a more thoughtful, relaxing audience.



## Arts Spotlight



### Jamakeah Barker

By Emmanuella Duplessy, I  
Editorial Board Associate

"Ever since I was ten years old, my parents wanted me to go into medical school, and I'd say yes, but I always knew that it wasn't for me. I was always acting or involved in something dramatic, even then. Around twelve or thirteen, I started getting professional. That's when I realized that acting was for me."

This summer, Jamakeah Barker was involved in Project Hip-Hop, a leadership program where twenty students traveled to the South to learn about the connection between present-day racism, bigotry and the Civil Rights era. The group also met with ex-Civil rights activists, MOVE members, and members of the Black Panthers Party. After this enriching experience, Jamakeah decided to accept his father's religion of Islam, something which he had been grappling with for a year or two. Accepting Islam allowed Jamakeah to come to grips with himself as an individual and as a black man in America dealing with adverse situations.

Jamakeah is involved in many school activities that embody his beliefs and allow him to experience culture and social awareness such as the Afrikan-Kultural Society, Amnesty International and Do Something. As a member of the Senior Class Committee Jamakeah is both a leader and a team player, working with the other members of the student government to make sure that his peers have a voice and an advocate. Jamakeah also takes on the role of mentor as a member of Teens Training Teens. The BLS Drama Club is also lucky to have Jamakeah as a member. Juggling all these activities in school, Jamakeah is still able to be involved with the Huntington Theater, the Strand Theater, the Drama Club at the Wang Center, and the Drama Department of Emerson College. Jamakeah's continuous work and passion to end bigotry and ignorance, inspired by Project Hip-Hop, led him to be selected as a keynote speaker on racism at the National Conference of Christians and Jews in 1997.

Next fall Jamakeah hopes to be attending New York University, majoring in drama, and of course, continuing to act. Ten years from now Jamakeah hopes to be, "landing lead roles in Broadway and trying to work my way up in the acting field. I also want to continue advocating my passions of future equality and social justice."

Jamakeah entered BLS as a freshman and that experience has taught him a lot about himself and others, as it has taught all of us who look back on our years as BLS. One of the major lessons Jamakeah has learned at BLS is, "Each one, teach one." Jamakeah believes that, "we must inspire each other and treat knowledge and wisdom as torches that must be passed on to future generations, so that lessons learned by us can be learned by them minus all the drama. That's the only way a people can survive." When it comes to drama, Jamakeah has realized that one must have a true sense of self. "You have to know who you are," he says, "before you try to take on a role. When you act you wear a mask, you take on a personality, a role, that may or may not be your own. And if you are at odds with yourself or don't know your own role in life you can't very well play another." Jamakeah's experiences and wisdom will stay with him far into the future and because of them, he will reach great heights. "TODWALLOO, YEYE, TASH-TASH, and EMMY who inspire me day by day, I thank you."



# Sports

## Sports Spotlight



**Katie Malone**

*By Laura Craven, I  
Sports Editor*

Katie Malone is an athlete well-known for her determination and competitiveness. She has been playing volleyball since the eighth grade and was moved up to the varsity team as a freshman for the state tournament. As a sophomore she was the recipient of the team's Unsung Hero Award. As a junior she received the Coaches' Award and was the sole captain, and this past season she was co-captain.

As for basketball, it's her favorite sport. As an eighth grader she was MVP of the freshman team. She was moved up to varsity for the state tournament as a freshman, after receiving the Most Improved Player award on the JV team. As a senior, she is one of the captains. She is proud of her nickname "Beast," which she got by the aggressiveness she displays on the court.

On top of all the hours she dedicates to her sports, Katie has a full class schedule. She is currently taking AP Spanish, AP English, AP US History, Comprehensive Greek, Physics I, and Calculus; Katie is also a member of the National Honor Society.

In her free time, Katie likes to forget about school and enjoys spending time with her friends. She wishes we had senior privileges because after making it through six years, we have nothing to show for it. As a result, she hopes Petenice gets working. As for college, she would like to major in government or pre-law. Katie is a student and athlete who excels in all she sets her mind on and we wish her success in the future.

## Skating Styles

*By Louis Martinez, I  
Contributing Writer*

In the midst of their second season, the girls' hockey team is continuing to impress and shock fans. After being state champions last season, they have a title to defend! The Wolfpack has won most of its games and has really pulled together as a team. Freshman Catherine Norton has made an extreme effort; she not only leads Latin in scoring, but she is also a Dual County League leading scorer as well. The Wolfpack is playing hard and is almost at the tournament. These girls have dedicated themselves to hockey and it shows.

## Girl Makes Boys' Wrestling Team

*By Zoe Liou, III  
Staff Writer*

Senior Kate Massaro joined BLS's wrestling team this year, inspired by her love for contact sports and previous experiences in kickboxing. "Wrestling," she says, "is one-on-one. There's a purpose to it; it's direct, and it's just really exciting! I love boxing and martial arts, too."

Emphasizing the importance of personal dedication, but recognizing that teamwork is essential, she adds, "You do it for yourself as much as for your team."

For our school's very first "chick wrestler," the idea of teamwork poses some unusual difficulties; Massaro is prohibited from representing BLS in competitions. A school rule states that girls may only wrestle with other girls in competition, but they may participate in practices with their own teams. Massaro, who had to plead her case persuasively before she was allowed even to join the team, has mixed feelings about Mr. Costello's rule.

"Considering that I'm only doing it [wrestling] this year, I'm satisfied, but in the future, if a girl is good, she

should be allowed to wrestle with boys. I could fight it. I'm not, but I'd encourage anyone else to."

Despite her conviction that it would be perfectly reasonable to challenge the rule, Massaro feels that our school's policy is not based purely on chauvinism. She concedes that, while "girls can beat boys, and they would have the chance," physical strength is distributed differently in the female body than in the male body. In Massaro's opinion, this fact validates the rule which keeps her out of competitions.

Both Massaro and her fellow students seem to be holding up well in a potentially volatile situation. "At first," she recalls, "most people thought it was weird, but I get a lot of respect now." Even as we speak, an incredulous sixie exclaims, "You wrestle?!" Looking wide-eyed at Massaro, who doesn't fit the stereotype of the burly, surly female wrestler, she displays both disbelief and awe.

"It's kind of odd being the only girl," says Massaro, and adds Matt Fortune is really a great coach. Her teammates consider her just another member of the team. Their support, she explains,

diminishes her discomfort. "That's the way I am," she says. "If I want to do it, I do it."

As for the team, as a whole its record is now 6-2-1, bringing them into 3rd place in the DCL. It's been an incredible season, with many wins, and rapidly improving wrestlers. Besides regular Dual County meets, the team has participated in four tournaments, placing up to six members in the tournament. Senior captains Akil Stanley and Keith Dixon are currently ranked 7th and 8th in the state, and Sean Moran is having a winning season after an injury earlier in the season. With a new coach, Matt Fortune, the wrestling team has trained, conditioned, and dedicated themselves like never before. The upcoming sectionals and state tournaments have the team in rigorous training and hoping for the best. Boston Latin has a serious wrestling team with some amazing wrestlers on it; however, they are always looking for new prospective members, especially since they will be losing four important seniors next year. Hopefully those seniors will have the chance to go to the Nationals in March.

## Bouncin' with the Boys

*By Robert B. Willison, II  
Contributing Writer*

In a school where we often overlook and underfund athletics, the BLS Boys' Varsity Basketball Team is making a strong call for an end of this attitude. The trademark of this team in recent years has been their ability to overcome adversity with character and heart — a quality that is a major component of success for any BLS team in the Dual County League — the richest league in Massachusetts.

This year's team is headlined by the starting line-up which includes four seniors who are returning members of last year's team that won the DCL championship. Experienced and savvy point guard Sean McGeowan, known for his sharp penetration and an ability to create easy baskets, either by dish or lay-up, is the leader of an explosive offense. Filling out the starting backcourt is a trio of underclassmen who have all seen time as starting shooting guard: the intense junior, Stephen Barry, the relentless Joel Bernazzani, and the smooth scoring sophomore Michael Young. The true substance and strength of the Latin team lies in an experienced frontcourt. The highlight of Latin's offense, leading scorer Chinedu Onyekwu, inspires memories of the Celtics' Reggie Lewis with crisp on-a-dime pull-up jumpers and spectacular drives to the hoop as Latin's starting small forward. At power forward, Peter Georges-Clapp provides the "Greek Presence" on the floor as a reliable rebounder, scorer, and animated defensive catalyst known for making crucial steals. Filling the gap at center is the imposing Shakur

Abdal-Khallaq, one of the DCL's foremost shot-blockers and a serious scoring threat with an array of unstoppable inside moves including a lethal hook-shot feared across the league.

Latin's bench not only provides the team with good depth and consistency, but also, as is a hallmark of any truly strong team, adds a dimension to the team character. Michael Liendo, a backup forward, is the team's Dennis Rodman — a known prankster. If you've recently noticed small pieces of food falling inexplicably from the balcony above your table

*The trademark of this team in recent years has been their ability to overcome adversity with character and heart — a quality that is a major component of success for any BLS team in the Dual County League*

at the Longwood Galleria, or have been surprised to find your forehead marked by a red laser beam, you now know whom to blame. Senior Greg Rockwell, with a fiery personality to go along with his fiery red hair, brings an added intensity to the team, an intensity balanced by the cool presence of fellow senior Ian Labituc. Other reserves are Pedro Teixeira, known for his dazzling ball handling, "Easy" Ed "Anything Goes" Marshall, the tenacious Brad Lovette, and the fearsome John

Fitzgerald who is always lurking at the back of any opposing coach's mind.

Despite an impressive roster, however, this year the team has once again had to overcome adversity. With an early injury to Shakur Abdal-Khallaq and a seemingly lack of coherence, the team got off to a disappointingly slow start. Recently, however, the team has seen a great deal of success — with more sure to come. "We've been playing a lot better over the second half of this season — the team's really starting to gel now. By the tournament, we should have it all together," states Abdal-Khallaq. Certainly the team has a reason to be confident; currently they have an 11-4 record, placing them third in the DCL, and they've capped off their recent success with an energizing, action-full one point victory over league leading Westford Academy.

What truly adds drama to the season, though, is that the true goals of this team lie ahead in the MIAA State Tournament. As a skilled and experienced team, BLS boys' basketball team has high expectations for the post-season. The dedication and determination of this team as it enters into the state tournament this year are obvious from this quotation from senior Peter Georges-Clapp: "I'm a senior, and we're 15 games into this season. This is the final chapter. As I look into the future that will hold the climax of the basketball story of the seniors on this team, I can see the possibility of surpassing any of the success we have seen as members of this team before. The guys on this team are nasty and I know we can take out any team in this state. This is really our last chance."



# Sports

## The Ladies of the Pack

By Samuel Graham-Felsen, II  
Staff Writer

The Girls' Varsity Basketball team is on a mission. This is the final year for one of the most heralded players ever to come out of Latin, Annie Tomasini, and the Lady Wolfpack is determined to claw its way to a state title.

Last year, the Pack had an incredible season that ended on a bitter note. After a remarkable 19-1 record, the girls suffered a tough loss in the second round of the playoffs, a game plagued with controversy surrounding the contest's officiating procedures. But the Pack is back, and is ready to make up for last year's disappointing season.

Tomasini is leading the Wolfpack in her sixth year as a starter, as well as being M.V.P. of the Dual Country twice, and also a perennial Boston Globe All-Scholastic.

The team suffered a huge loss in the beginning of the season, when Kristen McDonnell, the other "baby back court" along with Tomasini, injured herself. Nonetheless, they have fought their way to a 10-3 record so far, and "the McDonnell" has re-entered the lineup as the team moves towards the tournament.

Gabby Stockmayer, a 6'3" junior, starting at the center position and leading the team in blocks and rebounds, is always an intimidating presence on the court. Rounding up the starting five are Molly "Most Athletic" Dunford, and "Swingman" Sue Coyne, both seniors.

The season so far, while not up to par with last year's, is nothing short of outstanding. The team lost to Concord in their first match, endured an extremely disappointing loss to Newton, and also fell to its arch rival, Westford Academy. However, they avenged their losses to Concord and Westford Academy by winning 8 other games, and were posted in the Boston Globe Emass Top 25 several times throughout the year. "We have great potential, and if we work together, hopefully we'll make it to the Fleet," said Stockmayer.

The Girls' Wolfpack has high hopes, and is counting on fan support to help carry them through the tournament. Tomasini stressed the fact that "there are five seniors on the team this year" and that they "don't want to end on a down point." In addition, Annie added, "We want to show that girl seniors are better than boy seniors." We'll just have to see about that.

## Defending Solid Ice

By Jenn Skeffington, I  
Contributing Writer

After an inspirational victory against Walpole, due to the heroics of juniors Chris Boccuzzi and Team MVP Jon Kcanns, the Boys' Varsity Hockey team has been in a slump as of late. The team was decimated by the loss of junior Ryan Swecney due to a knee injury. The Wolfpack has roared back recently winning four of the last five games. Senior captains James Slotnick and Chris Swain are off to the highlight season of their careers. The dynamic duo of defense men, Brian Norton and Sean Regan, are exceptional aides to sophomore goalie, John Balkonis, who is the Wolfpack's force between the pipes. Freshmen Joey Coffey, Charlie Levin, and Brian Carthas have all been playing regularly and have proven themselves as the future leaders of the team. The team has a record of 5-4 with leading scorers Jon Kearns, Sean Regan, and Captain James Slotnick. With 11 games remaining and the Wolfpack halfway to the tournament, these dedicated athletes have pulled together and are playing as a team. After the team's unity to shut out Concord-Carlisle, 5-0, the Wolfpack knows that it will need the contributions of every player to defend their MVC/DLL II title.

## Sports Spotlight



### Chimnedum Onyekwu

By Lauren Greene, I  
Features Editor

Toted by media and teammates as an all around "nice guy", Chimnedum "Chin" Onyekwu has made a great impression not only in the BLS community but throughout the state.

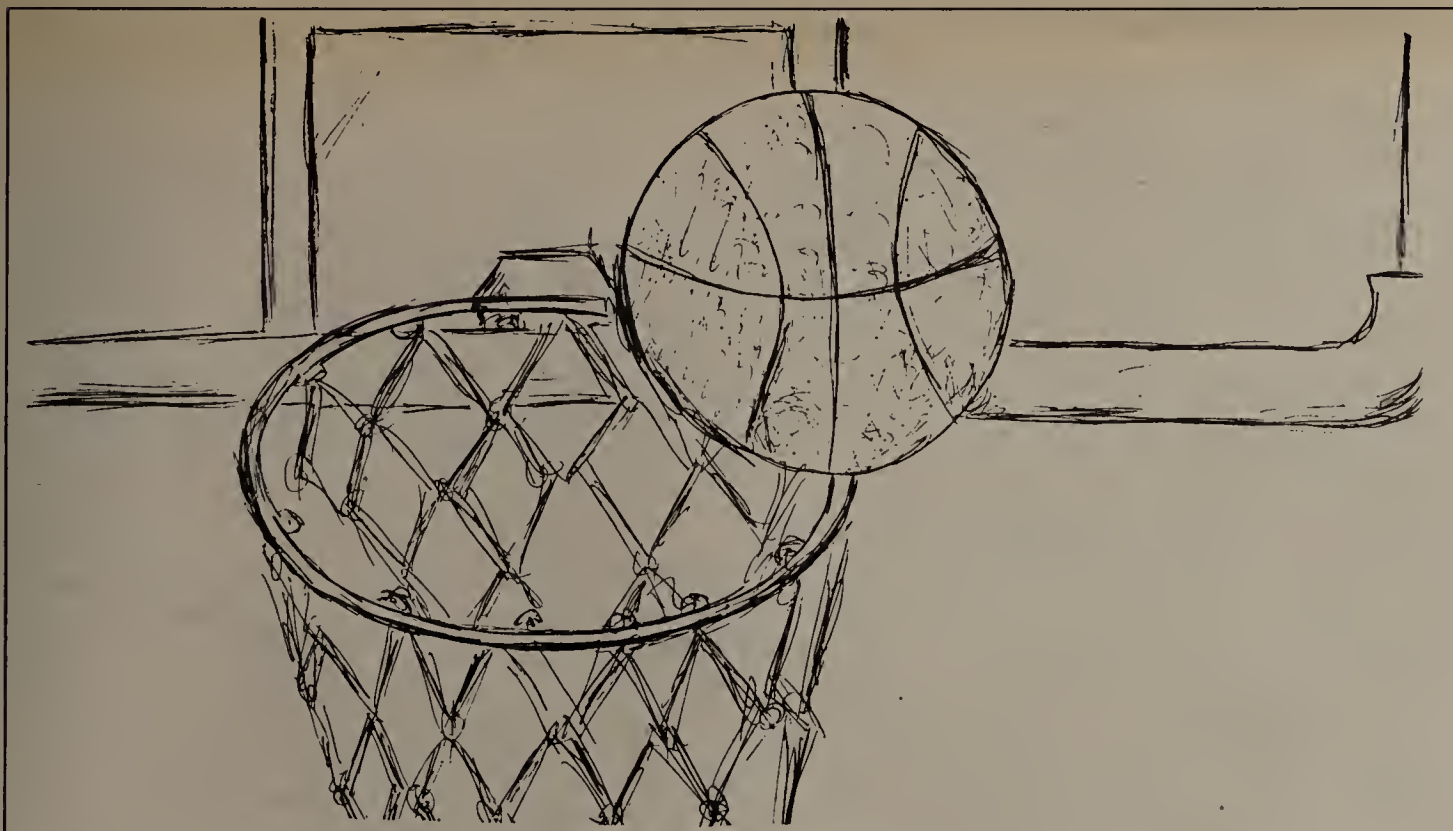
Chimnedu is Latin's own version of the self-made man. He was born in Nigeria and later came to the United States. As a young kid he picked up soccer as a childhood activity. However, it wasn't long after that he realized basketball was his true passion. During his sixie year at BLS, Chin struggled with the game and spent great amounts of time practicing and teaching himself. However as the years progressed so did his talent and he jumped from junior varsity to varsity after his sophomore year. It has been during his junior and senior years, though, that Chimnedu has come into his own on the basketball court. His amazing achievements last year include playing on the All-Star Team, averaging twenty-one points a game and helping to lead the Pack to its number one title in the DCL.

In this year's Scholastic Holiday Tournament, where BLS swept the competition earning first place, Chimnedu was named the tournament's MVP. He has also participated in numerous programs and competitions such as Hoop Mountain and the North Carolina A.A.U. Nationals. And due to his "nasty dunking skills" fellow teammates predict an appearance in this year's Slam Dunk Competition. But dunking is only one of Chimnedu's many assets to the game. In a recent game against Westford Academy, he displayed amazing blocking power and shooting stance, helping the Wolfpack knock Westford from their number one position. And despite what the team refers to as the "fatal fall" at Acton-Boxborough, Chimnedu has showed skill and ability in leading the team through a tough but victorious year.

The leading scorer and captain of the team is not only a "nice guy" but his growing success is a motivating factor for many of his teammates and his self-discipline and determination is apparent both on and off the court.

Already Chimnedu has been contacted by a number of schools and next year hopes to be attending one and playing Division One basketball. Bentley, Stonehill and Davidson are some of the many knocking down his door, but Chin hasn't made any decisions yet. "I don't want to make any commitments right now. I'm just going to wait and see where I get in and decide from that." No one knows what the future may hold, but I am sure that with his skills and personality, Chimnedu will be a success at whatever he chooses to do.

But wait, you didn't think this would end without a shoutout to "My boys on the team and the Girls Basketball team and all my friends."



## Celebrating the Celtics

By Kristin Purdy, II  
Editorial Board Associate

It is official. The Celtics no longer stink.

Of course, those who have visions of a 1998 World Championship dancing in their heads are aiming just a bit too high; however, a playoff position in the near future may not be completely unrealistic. With the talents of head coach Rick Pitino and rookie Antoine Walker, at press time the Celtics had acquired a record of 21-24. Not bad. Below .500, yes, but for a team whose total win count last year was an embarrassing 15 games, it is a marked improvement.

Having shipped Dino Radja

along with his several million dollar contract off to Greece, along with the releases of many non-productive (i.e., lousy) members of last year's team and their hard-working, yet ill-fated head coach, the Celtics have found themselves with a young, relatively inexperienced group who have exuded more potential for success than any Boston team since the early part of the decade. Both rookies are headed for The All-Star game (featuring the one, the only Larry Bird, this time in a coach's role rather than a player's), the win column is increasing in its respectability, and even the losses are not producing the same humiliating point spreads which have plagued the Celtics in the past years. The team's increased success seems to have

been prophesied in the well-played, well-won season opener against the Chicago Bulls at the Fleet Center. Despite the Center's total lack of ambience, sophistication, and class, the embodiment of the Garden (what seats with obstructed views?) the game itself was reminiscent of the glory days of the early 80's. You could almost hear the chants, "Beat L.A.! Beat L.A.!"

Perhaps it will be several more years before that eighteenth championship banner hangs from the rafters, or the next Celtics Dynasty takes its place, but if the young members of "America's Team" continue their growth, the whole nation may soon repeat that once oft-heard phrase, "Pass the word. The Celts are back."



# The *Argo* wishes everyone a wonderful February vacation!

## Congratulations . . .

To both **Alfa Tiruneh** (II) for winning the school round of the Boston Shakespeare Competition sponsored by the English Speaking Union and to **Ronald Rauseo-Ricupero** (III) who was declared the alternate. (1/12)

To the Debate Team in their success at the College of Holy Cross. Boston Latin was 6th out of 32 schools in debate. **Amelia Baker** (9th place) and **Andrea Haney** (17th place) won individual awards. **Graciela Mohamedi** was a quarter finalist in the Oral Performance. (1/14)

To the Debate Team at the Acton-Boxboro High School. **Graciela Mohamedi** was Top Novice in the Humorous Interpretation; **Berly Cordero**, **Graciela Mohamedi**, **Gina Cappellano**, **Drew Moore**, and **John Paul Kaminga** were in 6th place in the Multiple. **Jong W. Tommee** was 9th in the Congressional Debate. (1/23)

To both **Ronaldo Rauseo-Ricupero** (III) and **Zachery Perry** (II) for coming in second and third place in the American Legion District Orational Contest. Ronaldo's Second Place stand allows him to compete in the regional competition in March. (1/27)

To **Alfa Tiruneh** (II) for being declared one of the eight winners of the second round of the National Shakespeare Competition sponsored by the English Speaking Union. Approximately 30 schools participated in the competition, and Alfa's performance allows her to compete in the next round on 2/8. Good luck Alfa! (1/27)

To the Dcbate Team at Manchester High School. **Dan Gelbtuch** was 3rd in the Varsity LD debate; **Amelia-Baker** was 4th in the Novice Debate; and **Kevin Mitchell** was 5th Place Speaker. (1/28)

To the following students, winners in the Scholastic Art Competition: **Richard Arris**, 2 Gold Keys; **Amy Erlandson**, 1 Gold Key; **Rebecca Waterfall**, 1 Silver Key; **Nadia Nassif**, **Rebecca Waterfall**, **Jason Chou**, Honorable Mention. Gold Key winners work goes to New York for National Competition. Gold and Silver works are on exhibit at the Transportation Building, Park Sq., Boston. (1/30)

To the debate team last weekend at Silver Lake High School. The dual team of **Gina Cappellano** and **Ronaldo Ricupero** finished first. **Graciella Mohamedi** was fourth in HI and Top Novice; **Jong Wo Tommee** was fourth in the Congressional Debate; **Dan Salsburg** qualified to State in the Congressional Debate; **Alex Perdue** and the preceding were fifth in the Multiple. BLS was second as a team in the middle schools division. (2/4)

To **Cecelia Nan Ding** and **Nahede Khosrovi** of Class I. They were selected by the NHS Faculty Committee as our two candidates for the National Honor Society Scholarship. (2/5)

### To the Winners of the BLS Science Fair

#### Senior Division

**First Place**  
Lynn Huynh

**Second Place**  
Alexandra French

**Third Place**  
Seth Hardy

#### Honorable Mentions

Peter Eacmen	Erin Burke
Albert Yuen	Nina Smoylar
Haben Michael	Cecelia-Nan Ding
Jesse Barnes	Diana Buda
Songanh Nguyen	Videna Toussaint

**Richard C. Spillane Book Award**  
Marie-Jose Bahnam

#### Junior Division

**First Place**  
Anna Goodkind

**Second Place**  
Colin Robbins

**Third Place**  
Alex Stroshane

#### Honorable Mentions

John Moore	Laurie Maranian
Jenna Meade	Miles Diaz
Kara Higgins	Robert Timmerman
Marianna Zaslavsky	Marie Harb
Rebecca Greening	Stephen Dewey



## Fourth Annual Mayor's Youth Summit

By Anya Kozshina, II &  
Jani Rodriguez, II  
Contributing Writers

When asked what the purpose of the 4th annual Mayor's Youth Summit was, Thelma Desilva, from our very own BLS and a member of the Mayor's Youth Council, enthusiastically responded, "The goal is to create unity among all teens in Boston." It truly achieved it's goal. This year's theme of the Mayor's Youth Summit was "Relationships: We Can Work It Out", with its main focus aimed at the importance of communication in relationships. This and the other themes in the past, "Many Neighborhoods, One City", "My Choice, My Responsibility" and "Positive Images" have all been selected by Boston teens. This prestigious affair was held at Boston Latin School this April 4th. Over 1500 Boston youth sacrificed a Saturday to dedicate themselves to exploring and understanding problems dealt with in various kinds of relationships.

To help wake up the sleepy attendees who started pouring in the front doors as early as 8 o'clock, a much needed continental breakfast was served in our cafeteria. The generous supply of coffee and donuts, kindly donated by Dunkin Donuts, was quickly depleted, lifting fatigue and charging students with enough energy for the long but exciting morning ahead. The Resource Center was also located here, where 52 agencies showcased activities and programs such as the Mayor's Youthline, F.A.S.T. (Friends and Shelter For Teens), Boston Against Drugs, and Boston Area Rape Crisis Center to assist the young people of Boston in leading a positive and active life.

Before participating in this event, teens had to fill out a registration card, which they received in the front lobby of our school. They also had the opportunity to aid the workshops to be held later by signing up as room coordinators at the volunteer desk. Also, as part of the registration process, the teens were asked to fill out a survey, intended to help bring services to youth in the Boston neighborhoods.

Continued on page 4



## Early Senior Sign Out

By Edwina Tom, I  
Editor-in-Chief

Due to Massachusetts education reform, a new law was passed by the state legislature that requires students to be in class for a certain number of minutes during the school year. The BLS administration was forced to comply with this new law and had to take away senior privileges such as senior lounge and early dismissal from school when students had a study last period. In an effort to give the Class of 1998 the opportunity to sign out early, Headmaster Contompasis proposed a plan early in the school year which would allow seniors to sign out early based on the number of hours of community service they had done. Community service is not a requirement to graduate from Boston Latin but it is one of the criteria for selection to be inducted into the National Honor Society and it looks good on a college application.

Some types of community service which can be counted towards early sign out are peer tutoring, serving as a BLS tour guide, working in the English book room, and volunteering in the library, guidance, and main office. According to Mr. Contompasis, the earliest day to sign out is after Tuesday, May 26th, 1998, after all the AP exams are over and after Memorial Day weekend.

The community service has to be done this year. Some community service done outside of school may also be counted towards early sign out but you will need a letter stating exactly what you have done and the number of hours you have served from the volunteer program coordinator on official stationery with a phone number the person can be reached at.

Students who are eligible for early sign out are students who have good attendance and only a few tardies during the school year. They must be passing all of their classes, have good conduct, have successfully completed their senior year English research paper as well as being a diploma candidate for graduation in June. Students who want to be considered for early sign out should submit a letter clearing stating what kind of service they have done for the school and the number of hours they have served with documentation (a note from the librarian if they volunteered at the library, from Mrs. Shevlin for the English book room, from Ms. O'Malley or Ms. Andreason for tutoring, etc.) to the Headmaster before May 1st. Mr. Contompasis will read all the letters and determine how many days a student can sign out early based on the hours of service and the type of service to the school.

Continued on page 3

## Dispelling False Rumors

By Gina Cappellano, III  
Staff Writer &  
Ronaldo Rauseo-Ricupero, III  
News Editor

As we speed through the hallways of the Boston Latin School, in the very few minutes allotted to do so, one cannot help hearing topics of conversation, and the buzz around school lately is the rumor of the bomb.

I did a little study in the halls after school today, and of the forty people who passed by where I was sitting, twenty-five of them were talking about the letter that was sent home by the Headmaster to the parent's of Boston Latin School students, which has fueled rumors that have been running rampant throughout the school in recent weeks, from stun guns, to knives, to mercury, to high powered explosives, to the demise of the city as we know it (and I really did here someone offer up this theory during my study). To paraphrase Mr. Contompasis, now is the time to sort through the second-hand rumors and find the first-hand knowledge.

What do we know to be true:

1. Somewhere between seven and eleven pounds of mercury were stolen from the Boston Latin science laboratory on the third floor, where it had been locked up for twenty three years under a vapor hood, waiting to be disposed of sometime this year.

2. A vial containing the same approximate amount of mercury, similar to that which was stolen, was found by police at District-A Headquarters after an anonymous tip was reported.

3. No testing was done on the mercury found due to the fact that it has already been disposed of in the lovely state of New Jersey at a disposal plant. Therefore, we shall never be certain (despite the opinions of many BLS affiliates) that the stolen Boston Latin mercury is not still floating around the city, being sold on the black market or in the hands of irate ex-students. With so small an amount of solid information, it is only natural for inquiring minds to fill in the details with their own theories.

I recently had the opportunity to sit down with Mr. C to dispell some of the rumors that have been floating around, and you will all be happy to know that there will be school on April 17 and that flame-resistant attire will not be needed nor considered proper attire until the week of final exams (don't you read the bulletin?).

Continued on page 3



# Editor's Note

By Edwina Tom, I  
Editor-in-Chief

Now that most of us (the seniors) have heard from all our colleges, we've been sitting back, relaxing, and taking it easier (myself included). The hard part for some of us is deciding where to go. Some seniors are asking themselves, should I go to this school that's offering me a full scholarship, or should I go to that school where I would get a better college education? But this decision definitely shouldn't be as stressful as the entire college application pro-

cess. Some of us are catching up on sleep while others are enjoying the wonderful spring weather outside. But there are still some who spend hours in the Mac Lab, being faithful *Argo* editors.

Last month, several editors and I attended the Awards Banquet of the Suffolk University High School Competition. I am pleased to announce that the *Argo* won honorable mention for "editorial writing." Congratulations to our forum editors, Sarah and Raymond! We hope to win more awards at the New England Scholastic Press Association Confer-

ence which is held at Boston University on May 1st.

The *Argo* is still accepting applications for editorial positions for next year. See Feng in HR 137 or me in 124 for an application. All applications are due Monday, April 13th, 1998, and they can be turned in to Feng, me, or Mr. Flynn in the main office.

If anyone has any ideas for the special senior section for the next and final issue of the *Argo*, please see Lauren Greene in 117 or me in 124. The graduation issue of the *Argo* will be the best one yet!

## To Reach the Argo...

To send a letter to the editor:

see Edwina Tom in 124  
or Mr. Flynn in the Main Office

To place an ad in the Argo:

see Rossana Lau in 119  
or Lisa Benedictis in 216

To place an event in the Argo calendar or info on Argo Net:

see Danny Louie in 120

To take pictures for the Argo:

see Nina Smolyar in 124  
or Min Wu in 125

To report a story or otherwise join the Argo:

see Edwina Tom in 124  
or Feng Yuan Xu in 137

E-mail story  
submissions  
to the Argo!  
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Boston Latin School

## Argo

Founded in 1970

1st Place Winner of 1994 New  
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Association Competition

1996 New England Scholastic  
Press Association Superior  
Achievement Award

1996 Suffolk University High  
School Journalism Competi-  
tion 3rd Place

The *Argo* is a school-affiliated publication produced monthly by the students of Boston Latin School. It serves as a forum for the free exchange of news and ideas in the community of students, faculty, parents, and alumni. The expressions, suggestions, and contributions of all readers are encouraged through letters to the editor. The *Argo* reserves the right to edit letters for length and clarity.

The *Argo* is produced as an extracurricular activity. All typography and layout are done entirely by students using Macintosh computers running Microsoft Word and Aldus PageMaker. The *Argo* is printed by Saltus Press in Worcester.

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Feng Yuan Xu, II

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Jennifer Lewey, I

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Daniel Chiu

Alinna Chung

Casey Garr

Casey Kennedy

Mimi Lai

Ryan Montoya

Mazhino Palencia

Yiu Fai Wong

Bonnie Yu

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Mr. Gwiazda

Mr. Binkoski

Mr. Aversa

Ms. Kelley



# News

## Elect Latin?

By Ronaldo Rauseo-Ricupero, III  
News Editor

The Massachusetts Education Reform Act has necessitated a great many changes in the way school systems work throughout the Commonwealth. From the mandated 17 to 40 minutes MCAS exams tenth graders will have to take this spring to the increased amount of instructional time, the changes affect us all.

One of the largest problems is the change in curriculum. Schools across the Commonwealth are finding it difficult to work the new requirements into their schedules, and BLS is no exception. Our present schedule, designed and implemented by the headmaster, is the only one he feels will be able to function with the new course-load

*Classics is the soul of  
Boston Latin School. . .  
If this is changed, we  
will remain Latin  
School in name  
and not in essence*

which will be required. This current schedule, which had been in violation of the teachers' contract has yet to come before the two-thirds vote of the faculty in order to continue next year. The headmaster feels that unless the faculty passes this schedule, it will be unable to integrate all the classes necessary into this schedule, and more classes will have to become electives, and one of the possibilities for courses to become elective in the future is classics. "We just won't be able to fit it all in the schedule," says Mr. C.

Even at present, the headmaster has spoken of a merger of the Classics with the World Language Department. This has sparked some controversy in and of itself. The majority of the Classics Department is opposed to the merger. "Classics is the soul of Boston Latin School," says Dr. Karydys, a member of the Classics Department, "and if Latin and Greek are merged with the Modern Language Department, the emphasis will no longer be on Classics, and Boston Latin will become a school with emphasis on general and classical education, or the

Graeco-Roman culture and tradition. Latin would remain mandatory until junior year; students like Latin with the proof in that many enroll in Latin in Senior year even though they don't have to. If this is changed, we will remain Latin School in name and not in essence."

Mrs. Kelly, assistant headmaster and Latin Department Supervisor-Evaluator explains, "We would certainly like to see the present division of disciplines continue because Classics are a central theme not only at Latin School but also any other institution."

The Classics Department has been without an official department head for many years due to budget problems. Previously, Mrs. Kelly and now retired department liaison Mr. Salterio worked together to manage the department.

Although the issue has not yet been discussed by the headmaster with Ms. Woodward, head of the World Language Department, she feels that if this was to occur, she would be able to manage both departments. "The Modern Language Department works just as hard as the Classics Department," says Ms. Woodward, "... I'm a very efficient person. I could handle it." This sentiment was corroborated by Ms. Ponte, World Language Department member who said, "Ms. Woodward is so organized and so competent that she could do anything."

The Classics Department is planning to send a delegation to the School Site Council Meeting on April 13th to voice their opinion.

When asked about the extreme amount of change suggested, the headmaster responded, "That's my job. I'll throw ideas out there and people debate them and yell about them, then I make decisions, and people will sure be yelling about this one for a while."

## Academic Support Committee

By Amelie Baker, III  
Staff Writer

To get involved with the decisions which affect Boston Latin, the Academic Support Committee meets twice a month to discuss current issues affecting our school, and then as a representative of the Latin community, reports the consensus to the School Site Council. The Academic Support Committee (ASC) is made up of students, faculty and parents who want a say in changes affecting education. The concerns of this committee are to act as a check upon the administrators of the state who are developing education without the input of the people it affects. School Site Council (SSC) is a forum by which citizens advocate their cause but the decisions are finally made by the select members of the SSC. On account of the fact that the student representation within the SSC is already installed for this year, to have your opinion count the ASC can provide you with such a representation.

Students who feel strongly about topics such as curriculum, students rights, and rank can find the facilities to have their views affect policy within this group. In the most recent meetings the main topic of discussion was that of rank and the changes that had to be made. It was decided that rank was an effective way of comparing students grades and that though modifications had to be made the weighted system (which gives more credit for honor and AP courses) was a benefit. Another focal point was on the importance of hav-

ing rank be cumulative. Though some believe that you should not be punished for past years, to give people the right to only work for one year was overruled. The decision that rank would be supported by the ASC was based upon the information and input contributed by the people who attended the meetings. The issues brought up ranged from the emotional effects of rank to what importance it had in our community. Though many students complain about the purpose of rank and its side-effects the recognized resources aimed towards the support of class rank.

The next pressing matter involving the ASC is that of the curriculum, focusing on the Classics department, and the scheduling difficulties. Anyone interested in providing his input is invited to the meeting in room 136 on April 2. This discussion will be influenced by the main forces it affects, especially the teachers and the students. The issue is that with the new state requirements for time spent in class and the difficulties with scheduling, the importance of our five year Latin requirement is being questioned. Students who feel strongly about reassessing the Latin course play an important part. Within this difficulty, which mainly applies to Latin School's new assignments concerning electives are being reviewed but without the influence of many students. This is what is going to affect you in the coming years, don't just watch it go by. This is your school and community, your voice is important and the Academic Support Committee can make words into action.

## False Rumors

Continued from page 1

The administrative team has not yet been able to substantiate the April 17th rumor and will continue with their investigation and requests that any person with first-hand knowledge of any threat come forward immediately so that we can put this whole sordid ordeal behind us. Also, we have been assured that our safety will be preserved. The standard procedure of a substantiated bomb threat at a school is the calling of The Police Bomb Squad by school officials who would make a sweep and evacuate the school until the threat is subdued. Although there have been previous reports of mercury in school being a danger, we have been informed that the mercury in Latin School is not nearly as dangerous as those found in the other cases.

The Arkansas incidents have put everyone in defensive mode, with the idea that if it could happen there, it could happen here. There have been previous bomb threats that have been made at Boston Latin School, and to the pleasure of many (and the dismay of some) the school has continued its business of educating leaders of the future, and it has been confirmed that it will continue to do so in the time tested manner which has been the trademark of the Latin School for well over three-hundred fifty years.

## Early Senior Sign Out

Continued from page 1

Seniors who have not done any community service this year but would like to sign out early should volunteer as tutors. Ms. O'Malley and Ms. Andreason, coordinators for after school tutoring and Saturday Success School are desperately seeking tutors for sixies, fivesies, and B-sies. They need tutors in all subjects: pre-algebra, English/reading, earth science, foreign languages (first-year), biology, and especially Latin. Seniors and juniors can drop by after school Monday through Thursday in room 132, sign in, and tutor for an hour, or they can come on Saturday mornings from 9:00 - 12:00 on the 3rd floor. Students don't need to fill out any forms to tutor, and Ms. Andreason keeps great records of students who tutor so they don't need to worry about not getting

credit. "If you show up to tutor, you'll get credit." Ten hours of tutoring would be equivalent to signing out early one day. English tutors are needed on Saturday mornings because some of the adult tutors have had to leave due to other commitments. For juniors, it's something impressive that can be written down as volunteer work when filling out those college applications. Ms. O'Malley wants to tell all juniors and seniors, "Student tutors who have been successful at BLS and who take an interest in younger students, are more than instructors; they become invaluable links to the BLS community to students who might otherwise fail; or feel that they don't have a chance of surviving the rigors of our school."

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# Fourth Annual Mayor's Youth Summit

Continued from page 1

Two hours later, at 10 o'clock, the Youth Summit officially began in our auditorium, which greeted the pouring masses of eager teenagers with a bright, shiny stage bordered by red, blue, and gold balloons. The curtains were closed, broadcasting a dark shadow across the once humongous auditorium, which seemed to grow smaller and smaller with each passing second as yet another wave of people flowed in.

Camera crews were stationed everywhere, and a gigantic projection to the left of the stage helped bring the ongoing events closer to the far-away reaches of the auditorium. As with any big event, there was a brief, which was vindicated as the stage filled up with the DCB, the Mayor's Youth Council & Boston Youth Connection, who began chanting harmoniously to the

song "We Can Work It Out." They were barely audible at first, but were soon encouraged by the ongoing cheers from the audience, and as the beat of the song sped up, they loosened up and cheerfully danced to the end.

This warmed the crowd up as Ruth Charlemagne and Ryan Fitzgerald took over to welcome the attendees of the Summit. They briefly discussed the theme—"Relationships: We Can Work It Out", and explained the exciting events to be looked forward to later in the day. The National Anthem was sung by a group of three talented young girls named "Divas" after the Prelude was orderly performed by the Hyde Park High School Jr. ROTC Color Guards. Frustrated moans echoed throughout as the need to get up for The Pledge of Allegiance arose, but immediately subsided as the melodious voice of Karen Vilburn brightly resounded across the auditorium.

When Mayor Thomas M. Menino stepped up to the podium, enthusiastic applause and rowdy cheers spilled out from the audience. His speech was short yet inspirational—"The Summit is a

wonderful opportunity to spend the day focused on issues that are important to you, the young people of our city. It's about your hopes and dreams, not about what we want you to do with your lives. Your presence here is a sign of willing-

ness to grow and learn." To our satisfaction he heartily thanked BLS for the use of its space for yet another year. A previously taped video message from President Bill Clinton carried the same air of hope and optimism about our future. As in his State of the Union address, he mentioned the "bridge to the 21st century" which can only be achieved by kids "staying in school" and "working hard." He concluded with the hope of motivating young people—"What matters the most is not the color of

your skin, but what you can contribute to your society."

Bryant McEwen then read "Voicelight", an emotional, moving poem he composed on relationships. Following was the "Let's Talk" segment hosted by Kate Massaro, presented in a talk show format, reminiscent of the "Ricky Lake Show." Throughout this show the attendees saw four short videos starring local young people, covering different relationship themes such as parent and child, teacher and student or boyfriend and girlfriend. These videos were the basis of the workshops which the attendees later headed to. The purpose of these workshops was to bring youths together to share, discuss and identify traits of healthy relationships; to empower youth by giving them tools to aid in the development of healthier relationships; and to encourage youth to take responsibility for themselves.

The workshop rooms were organized on the 1st and 2nd floors of our school, with one adult and one teen facilitator in each room. The workshops were 85 minutes each, and were broken up into

8 sections. First the guidelines for the workshop were discussed by the facilitators and then the kids introduced themselves by revealing their names, communities and organizations. Then an ice-breaker was conducted, a fun activity called "which way the wind blows", followed by a brainstorming activity on healthy relationships. The kids then discussed and learned how to take responsibility for themselves, after which they were broken into 4 small groups, with each group choosing one of the vignettes they previously saw in the videos. Each group was given its requested vignette, which was carefully evaluated. They discussed when the communication broke down and who was responsible, and then developed a new positive alternative to the vignette which they acted out for the other groups.

The facilitators then wrapped up the workshop by asking students if they had any questions and giving helpful handouts. Evaluations of the positive and negative aspects of the workshop were also administered. The kids were then rewarded with Reebok T-shirts bearing the logo of the 4th annual Mayor's Youth Summit and lunch in the cafeteria, generously donated by the Hard Rock Cafe.

The day was not over yet. After lunch, the kids came back to the auditorium to listen to the inspiring WNBA

Cleveland Rocker Michelle Edwards, who related her motivating story of success and fame by assessing the importance of working hard and believing in yourself and your dreams. However, after 45 min-

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*True unity was achieved among Boston teens even if it was only for one day*

---

utes of listening to her deliver a rather extensive account of every detail in her life since her elementary school, we (and judging from the exasperated groans coming from the audience) thought it was time to move on. The show finished at 3 o'clock with nine young and talented dancing groups and singing soloists performing for the greedy crowd of enthusiastic teens who were so captivated by their unique abilities that they couldn't help but sing and dance along with them. We must agree with Ms. DeSilva that true unity was achieved among Boston teens even if it was only for one day.



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# Features

## Lois Lowry Comes to Latin

By Lauren Greene, I  
Features Editor

I can still remember sitting up in bed at 10:30 (hey, it was late for a fourth grader) reading *Number the Stars*, with tears streaming down my cheeks. Next were *The Giver*, *Anastasia Ask Your Analyst*, and many others. To my young self, Lowry's books were peeks into an older, more mature world of dealing with adolescent awkwardness and religious intolerance. Unlike the other books lining my bookshelves during those pre-adolescent years, Lowry's books touched upon more than simply boys, school, parties, and more boys. Themes such as the life and death cycle and family relationships could be found in many of her books. Thanks to the hard work of our very own Ms. Howkinson in the Library Media Center, Ms. Lowry will be coming to Latin to talk with lower classmen about her work, especially *The Giver*.

Lois Lowry's life shows that it is never too late

to start writing. She moved around a lot due to her father's military job. She was born in Hawaii and lived in a number of exciting places from New York to Tokyo, Japan. Lowry attended Brown University but left after her sophomore year in 1956 and married a naval officer. She has four children now, all grown up, and has homes in Boston and New Hampshire. Lowry went back to college and earned her bachelor's degree in writing in 1972. The first works Lowry published were textbooks and photography collections. In 1977, her first book, *A Summer To Die*, was published. After the success of that book, Lowry went on to write twenty other fictional stories. Lowry has won several awards for her literary works including the distinguished Newbury Medal for *Number the Stars* and *The Giver*. Some of Lowry's books are loosely based on her childhood experiences. The main character in *A Summer to Die* is faced with the reality that her sister has leukemia. Lowry's sister Helen died at a young age of cancer as well and it is apparent that many of Lowry's past feelings are mirrored in her

fictional character's emotions and actions. Also, the Anastasia Krupnik series deals with many different aspects of the pre-teen phase that no doubt Lowry felt when she was younger. Yet she also touches upon very mature subjects such as the Holocaust and utopian societies.

We are honored to have Ms. Lowry visit Latin School. Students will read their essays written about *The Giver* and Lowry will share some of her literary experiences and advice with our young intellectuals. I must say that I personally am jealous of those attending this assembly, as it promises to be both interesting and entertaining, and I know that I am not the only one. I predict there will be many upper classmen who will be trying to get a chance to meet this notable lady. Lowry's books are timeless treasures. I no longer have my collection of *Babysitter's Club*, and *Sweet Valley High* was passed on many years ago, but I still have my copies of *The Giver*, *Number the Stars*, and *Taking Care of Terrific* wedged in between *David Copperfield* and *Moby Dick*.

## 525,600 Minutes : A Year In My Life

By Matt Burke, II  
Guest Correspondent

DACHAU, Germany - The only thing I could hear was the gravel crunching beneath my feet. When my friend Monika pointed out that with our ethnic backgrounds we both would have been dead fifty years ago, I realized how much I had never known about the harsh realities of the Holocaust. It was a sunny Saturday morning, and the two of us were walking slowly down the main road of the Dachau Concentration Camp. All the books I had read or movies I had seen paled to realizing that on the exact spot where I was standing, I would have been shot instantly. As we walked through the empty ground where the barracks once stood, we talked about our great new learning experience, which at the time was still only a month old.

For those of you who don't know me, I'm Matt Burke, or Ulf, a Latin School junior. I've traded my normal life in the States for a year in Germany. I first lived in Passau, a breathtaking old city where the Inn and Ilz Rivers flow into the Danube on the border of Germany and Austria. After a few months I moved to Fürstzell, about ten miles away. In school, all my classes are taught in German, so I'm learning to speak the language fluently. You can visit my school, *Das Maristengymnasium Fürstzell*, on the World Wide Web at [www.mfgzell.org](http://www.mfgzell.org).

This is an incredible learning experience, but it gets extremely demanding at times. I speak only German in school, except for English class where we speak British English. That is also a different language. I take some very difficult subjects, including Latin, English, Chemistry, German, Religion, Pre-Calculus, Geography, Art, Music, Gym, and European History. With a schedule like this, you can probably guess that school does go longer than in America: sometimes I am in school till 5:00. On those days, there are ten periods (no studies) and I am with the same class for the whole day. Here, the students stay put and the teachers change. Thus, there is no time between classes. My schedule is absolutely rigorous and homework is in the style of little written work, but having to memo-

rize everything the teacher had taught the day before.

Teachers are highly respected and students obey every word they say. Classroom sessions are very serious and nobody jokes around. The grading policy of teachers is very tough and the classes are all highly advanced. I've gone from having to adjust to four minutes between classes to no time at all. One class flows right into the next. Nevertheless, the experience is rewarding and enjoyable.



Unlike in America, the classes stay together and teachers move. This means I stay with the same group of kids all day, which makes it easier to get to know people and to get people to help me with lessons that may have gone in one ear and out the other. I also have a part in a school play, *Ein Jederman*. I play the part of Death, and I have three big scenes.

I am one of about 360 students from across the United States studying in Germany this year. We are on *Bundestag* scholarships funded by the US and German governments. This scholarship program was started after World War II by President Eisenhower and Chancellor Konrad Adenauer. They saw it as a way for the young people of our countries to get to know and appreciate one another again. The program is administered by Youth For Understanding (YFU), an international organization.

I have already met many interesting people from 34 States and nine countries. The government has also sponsored trips to Berlin and Bonn. I have been to Berlin twice. It is a massive city, and I was amazed by the difference between the former halves of the city. It's amazing that people actually lived in conditions like the ones I saw in East Berlin. I've also made trips to Cologne, Nürnberg, Vienna and Prague. In Nürnberg during Advent a favorite drink is *Glühwein* (hot wine). We

Tuseany, Italy for a vacation with them in June.

In addition to skiing, I have played a little hockey with a men's senior team, *Die Schürzenjäger*. This can be translated "The Wolves," so I've stayed a member of Wolfpack hockey! I've also coached a ten year old goalie for a youth hockey team, and have played indoor baseball, or "hall ball." By the way, congratulations to the real Wolfpack on that State Tourney performance. I hope our school is as proud of you as I am.

Though I have definitely had many good times in Passau and Fürstzell, the time I look back most fondly on was the week I spent in Paderborn during the fall. I had been in Paderborn two summers ago with the exchange program between Boston Latin and Pelizaeus-Gymnasium. It was almost fourteen months to the day that I went back, and everything was as if we'd never said goodbye. My friends Daniel, Anne, and I talked on and on about the exchange that had changed our lives. We agreed that it was the best experience we have ever had. That week, I saw all of my friends and relived everything that went on more than a year ago. I know now that these people will be friends for life.

And now my life has changed in so many ways! In the months I've spent here, I've learned more about myself and the responsibilities I will have later in life than I have in my previous sixteen years. I'm more than halfway through now, and I feel I have become a new and better person. Spending a year abroad isn't only about going places that you've only dreamed of seeing. It's not just about experiencing the local culture and meeting people from places you've never heard of. It's about learning about yourself.

Jonathan Larson once wrote "Forget regret or life is yours to miss." This is true. Don't let fear clip your wings and tell you that you can't fly. Living in another country, be it for a day, month, or year, broadens one's horizons better than any classroom ever could. I'm taking advantage of this experience, because it is a learning experience like no other. Carpe Diem. *Kein Tag Ausser Heute*.

also tried *Rauchbier* (smoke beer) and on one of our trips to Munich they treated us to a Bavarian breakfast that included white sausage and beer - at ten in the morning. I liked Nürnberg a lot - it's got a medieval look to it. But Vienna is the most beautiful city I've ever seen.

My host father is a doctor and my host mother is a therapist. Our town of Fürstzell is about 80 miles from Munich, one of Germany's most famous cities. I have been to Munich several times (Dachau is right outside it) including for *Oktoberfest* and for a performance of the opera *La Traviata*. Munich is the capital of Bavaria in southern Germany. I speak German with a Bavarian "twang" that's unlike the German we learn in school. My host family also has a house in L'hr, near Würzburg, where we spent a few days around Christmas. They took me skiing in the Austrian Alps, and I'll be going to



International Showcase

Music Night

By Daniel Gelbtuch, II  
Staff Writer &  
Sarah Carter, I  
Forum Editor

The 1998 International Showcase offered itself as a stage for the world and many parts of the world availed themselves of the opportunity. Through various acts, the opening parade, the delicious cultural foods available at the fair and the cookbook, which gave the audience the opportunity to make their own cultural food at home, the evening displayed a part of BLS that is often discussed, but not often celebrated: its diversity.

The show opened with the Parade of Nations, which united cultures and countries from all over the world on one stage. The event, which went off without a hitch, after much last-minute rearranging, was thrilling to both the audience and participants. About fifty different students were involved in the event this year, a true testament to the many cultures represented at the Boston Latin School. The highlights of the parade were the colorful flags displayed from the many nations, welcome messages delivered in the native tongues of the participants, and the elaborate clothing from the various cultures.

The organizers of the parade managed to acquire over fifty flags from nations all over

the world; from the United Kingdom to Ukraine. The flags displayed in the parade were an interesting spectacle, each one unique. Each participant in the parade waved his flags proudly in the air. The audience had the opportunity to see flags from around the world. The participants in the parade all addressed the audience in the tongues native to the countries they were representing. It

*International Showcase was a smashing success*

was quite interesting to hear languages from around the world, each one having a unique sound to it.

The costumes the participants wore in the parade were beautiful and stunning. Each member of the parade located and wore an outfit native to the country he was representing. Some costumes were elaborate and decorative while some were simple, but each one was representative of its respective countries. The audience had a chance to learn about the countries by viewing the type of clothing found there. It was truly a visual spectacle to see fifty participants

decked out in their native best. After the beautiful opening extravaganza, the show continued with many different types of acts. AKS, TAG and ASIA all provided us with beautiful cultural dances. Emmanuella Duplessy and Joanne Jacques, as well as Jamakeah Barker and Jeremy Howell, provided us with two beautiful combinations of poetry and dance, representing Haiti and Afria, respectively. Greek dancers helped us to round out the geographic representation of the evening, as did the Red Note Five's beautiful Jazz. Step Squad and the BLS ShowChoir were much-appreciated additions to the evening. The Emcees, Peter Georges-Clapp and Chris Roma, with special help from Rasheena Howard, ably and humorously directed the action of the evening. Under the direction of Tim Grace, who wrote the theme song, the house band provided amazing music and much spirit to the evening. The creative International Showcase Cookbook, compiled by Erica Hanson, was a wonderful addition to the evening.

International Showcase was a smashing success, despite the mediocre turnout. We only hope that future generations of BLS students can continue the tradition.

By Kelly Hourihan, II  
Contributing Writer

Have you ever walked through the basement of BLS after school? If so, you've almost certainly heard the sounds of music pouring from one or more of the music rooms, as different groups practice for different concerts. BLS is extremely fortunate for its music program: in a time when the arts are considered "low priority" at so many schools and are constantly being cut from school curriculums, Latin School has no less than twelve different choral and instrumental groups, for musicians of all abilities. These students dedicate a great deal of their time and energy to their musical pursuits throughout the year, and achieve a finesse and level of accomplishment quite unexpected from high school groups. All those months of

hard work are soon to pay off. Music Night this year is scheduled for May 1st at 7:00. Music Night is the one performance during the year in which all of the music groups at BLS have a chance to perform for the BLS community; for some of the groups, it's one of two performances they participate in all year. Whether you're involved in the music program or not, this is one night you don't want to miss. There's something for everyone, from jazz to opera to gospel to classical, and more. Those who have gone before will agree that all of the groups are exceptionally talented; those of you who haven't are in for a pleasant surprise.

We're so lucky to have the music program that we do. Show that you appreciate it—go to Music Night this year. You won't be disappointed. See you there!



Asian Night '98

By Teeda Keo, III  
Staff Writer

You've heard of Asian Night, right? You must have seen the fliers around, haven't you? Well, now it's time to stop wondering about it! Don't hesitate, just come and experience it for yourself!

Asian Night is an annual tradition exposing the many different exotic cultures from Asia. Asian Night participants work hard all year to put together an

exciting evening full of culture and free

*Asian Night participants work hard all year to put together an exciting evening full of culture*

food. You can see a traditional lion dance

without going to China and listen to a beautiful chorus without traveling to Vietnam. A vast array of stunning and exotic clothing from different Asian cultures will be displayed right here in BLS's auditorium. And just in case song, dance, and fashion do not excite you, our marital arts demonstration will surely interest you. These are just a sample of what you will when you come. The night ends with free Asian food in the cafeteria. This event is an excellent opportunity to experience cultures and everyone is encouraged to

attend. So bring some friends and even your family. Tickets are \$5 each. Check out the fliers on the walls for more information.

Remember this: Asian Night is for everyone. This show teaches Asian culture through a fun and exciting presentation. Asian Night comes around once a year for your enjoyment, for your benefit, for you! So come and join us for an unforgettable evening. Circle your calendars for April 9, Asian Night '98! (Oh, one more thing: the show starts at 6:30.)

Afrikan Kultural Society Show

By Melissa McClinton, I  
Contributing Writer

Three months of preparation and the incredible talent and dedication of the members of AKS culminated into the enormous success of both the morning and the evening 1998 African Kultural Society Shows. Most of the pieces performed were the original works of such student authors as Emmanuella Duplessy, Candace Lee, Rasheena Howard and Melissa McClinton.

Under the direction of Victoria Salesman and Rasheena Howard, the Step Squad began the show with a powerful and lively step which they created specifically for the AKS Show.

The theme of the show was "Revolution." Thus, many of the performances highlighted the abolitionists, Civil Rights and Black Power movements, as well as the Million Man and Million Woman Marches.

The Show included a piece entitled "Subway" written by a BLS alumni Rachel Skerrit. With the help of Charlene Mancusi, Paul Moran, Mai Mahegan, Karlo Ng, Aisha Murray and Christina Schiavoni, we were able to dispel some of the stereotypes about black men. In a change from tradition, Jeremy Howell and Jamakeah Barker made the audience rise to their feet as they sang the African National Anthem with great spirit and warmth.

Jamakeah Barker and Rasheena Howard gave very heartfelt performances in the scenes that recreated the atmosphere of the Million Man/Woman Marches. Brandy Oakley was the elegant embodiment of the poem she recited entitled "Intelligent Black Woman." Candace Lee and Kim Blackett gave a soulful performance and interpretive dance to the famous poem by Nikki Giovanni, "Ego Tripping." Kay Evans-Lutterodt,

Lakia Cherry and Joyce Porter proved that black identity is more than skin deep in their piece entitled "Color Struck." Doris Kakulu, Jerome Cox, Micheal Young, Gerney Howell, and Jamakeah Barker performed a beautiful tribute to Harriet Tubman, the survivors of the Amistad, and the other victims of slavery.

Under the direction of Yandja Dibinga and Kim Blackett, the AKS dancers showed their strength and synchronicity in both the Hip-Hop and African Dances. Their performances showed their intimate connection with the roots of their ancestors. Nancy Bilonda and Naima Abdal-Khallaq sang "Lift Every Voice," a testament to the endurance of African-Americans. Langston Peace, Irene Clark, Emmanuella Duplessy and Melissa Cooper performed several pieces that candidly expose the problem of genocide in the black race. Naima Abdal-Khallaq and Sabrina Acloque gave a very

enthusiastic rendition of Maya Angelou's "Weekend Glory" which speaks to the joy that has always mingled with the melancholy of Black life.

Frantz Supreme and Candace Lee captured the Mystic of the 1970's in the funky piece called "Good Times." We ended the show with the signature Soul Train line which was the prerequisite to the after-show festivities which included a free pot luck dinner and music performed by Damian Padro and Jeremy Howell.

Those of us in the AKS show would like to thank the stage crew and the artists who provided the setting and props. We would especially like to thank the hard work of Mr. Redd, Jacqueline Simms, and the other teacher and parent chaperones who were essential in the success of the Night Show. If you would like to obtain a copy of the tape of the show please contact Melissa McClinton in homeroom 120.



# Forum

## It Doesn't Add Up

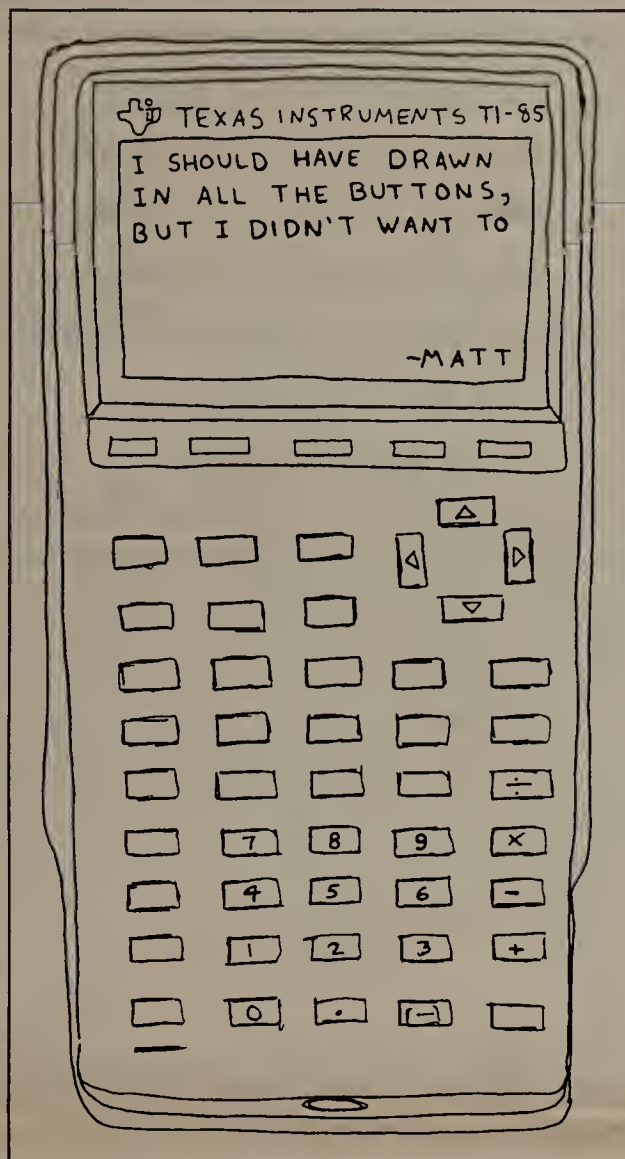
By Jong Tommee, II  
Contributing Writer

Picture this: You have just received a new math book as the school year starts and you are puzzled by its contents. Then you read your first homework assignment which is to do thirty-six out of ninety-seven problems (or something similar). Then as you check the directions, you find something like "use a graphing utility to solve this equation." You ask yourself: what on earth is a graphing utility, what does it do, why do I need it, does it make homework easier, and how much will it cost? By then, wouldn't you be frustrated with math already?

I was certainly disgusted by this new math! I also think that it was wrong for the National Council of Mathematics Teachers to have issued it as a national standard in 1989. This new standard of math calls for much more emphasis on analyzing information, thinking up answers individually, relation of mathematics to other subjects, and most strongly, the incorporation of the use of graphing calculators. It does away with students arbitrarily listening to the teacher, learning directly how to do problems, and certain topics such as two column proofs in geometry. This is all part of a plan to change the mathematical education of all primary and secondary school students so that they will be better prepared and advanced for life. In other words, this is helping to shape America in the next century into a highly intelligent and advanced society.

I do not think this is the right way, however, because in this first year that our school is practicing the new math, many problems have already risen. The first problem is to purchase a graphing calculator and keeping it. Graphing calculators are always very expensive; the school's price of \$85 is actually a discount. Not everyone can really afford one and I think it is unfair to force the money out of students. Then, because our school is full of calculator thieves, every student must keep it in a safe place lest it is stolen. This is not a good way to teach responsibility. The next problem is how to understand the work. Unfortunately, the editors of the new math books assume that students already know how to understand the math, therefore their examples are vague. Most deal too much with graphing, too many problems are given, and all of this leaves the student discouraged. The

worst part of it all is that some teachers are only learning how to adjust to the new math and the use of a graphing calculator as they go along, and as a result, they cannot help their students entirely. There have already been



cases in which students complain that their books focus too much on the graphing calculator and not enough solving the problem. Some of these students happen to be honor students too.

So far, the new standard math has not been

popular with many students in our school. According to a recent survey of ten students who were asked if they like this math, only three said yes. I know in my math class, there have been many complaints about this math being puzzling, hard, and discouraging. The students also seem to receive fairly low grades and do not understand the work at all, which further frustrates the teacher. While this may be partly due to a student's math skills, it can also be blamed on the new math. The thought of introducing entirely new mathematics to students who already have poor math skills is just too disgusting to think about! On the other hand, some students are glad that the graphing calculator can do so many things. However, they might not know how to solve such problems without the calculator, as teachers often ask students to do.

For certain, I am not alone in opposing this new math. Mathematically Correct, a San Diego-based organization, displayed such comments as "Honor the Correct Answer and not the Guess" on the Internet. They criticized the new math for emphasizing too much on how to think up answers and not accepting created ones. The group also criticized it for relating math to generally irrelevant subjects such as self-esteem and political agenda, two of many entomathematical topics (topics that try relating math to real life situations). They argue that most students do not need to know these and that even if they do, they should not be taught in regular math courses. Mary Gallagher, an editor for *Reader's Digest*, states that her children don't fully know their multiplication tables because they always relied on calculators to do their work. Frank Allen, a Chicago high school math teacher, states that having kids discover methods of solving problems rather than have the teacher tell them is time consuming. *Newsweek* had once told how parents of a school were already opposing the new math before the school had even adjusted to it. Also, California's math average had been a high 86% before the new math introduction, but varies between 58% and 77% in the years afterward. Although California's math average has little to do with us, it shows that this new math isn't necessarily effective. Most of the time in this school, only honors math students find the new math easy to understand (though not in all cases) in this school. However, we cannot base our standards solely on their ability, and therefore this new math must be re-evaluated.

## Lack of Phone Privileges

By Lisa DeBenedictis, III  
Business Manager

Out of the almost 2,500 students here at BLS, there is no doubt that at some time many have had to use a telephone. For those who have tried, you know how difficult a task this can be.

Those who have never encountered this problem may be surprised to hear that if a student needs to use a phone during school hours, he or she can't! Within this vastly populated school there are only two public pay phones, one at the back of the building in the gym area, and one at the front of the building near the main office. Not only are there not enough pay phones, but the access to them is also inadequate. In addition, the telephone in the gym area can only be used to make 911 calls, and the other one at the front of the building remains locked until about 2:10.

Supposedly, students are allowed to use the office or guidance phones in emergencies, but in most cases they are not able to because the reason may not be considered an "emergency." Students are only allowed to use the phone of his or her guidance counselor with the counselor's permission, but guidance counselors are already busy enough and are not always in their offices. The use of the office phones is also restricted because school lines would be tied up by students' calls. However, this would not even be a problem if the pay phones were accessible.

With our already hectic schedules, it has been suggested that we would not have any time to use the phones if they were accessible. Most likely, students would not spend part of their three minutes in between

classes to use the phone, but students should at least have the option. There are also other opportunities during the day in which it can be used, for instance before lunch or during a study-with a pass, of course.

Adults already think that we stay on the phone for too long, and it is feared that the same thing would happen if the phone were to be unlocked here at school. However, the pay phone is located right outside of the office and there is even a window which looks into it. Teachers and administrators are constantly walking by that area and if someone were to be making a lengthy call, he would likely be spotted by one of the faculty members walking by.

As it is now, the only time that the only working pay phone is open is before and after school. Most students do not have time in the morning to use it because homeroom starts earlier this year. After school is a bad time to use the phone as well because there is always a long line waiting to use it. Some of these calls could have been made earlier in the day if the phones were unlocked.

The construction of the extension to the building will begin in 1999. Since we cannot put new phones in this building, it would have been a good idea to put some in the new wing. However, telephones are not even going to be considered in the planning of the extension.

The no phone use during school hours is an actual school rule which administrators will enforce. According to Mr. Haberstroh, "the purpose of school is to learn, not to make phone calls." This rule is preposterous because students have rights too. Often times, students have a legitimate reason to make a call, and if time permits, we should be allowed to have the option of phone privileges.

## An Editor's Culpa

By Lauren Greene, I  
THE VERY HUMBLE Features Editor

I made a mistake. Not just a little, tiny slip-up but a momentous, horrible, gigantic error. But, hey, it happens! In the last issue of the *Argo* it came to the editor's attention that the sports spotlight on Chinedu had still not been written, and we were going to print the next day! Everyone was stressing about what to do and in walked poor little me; talk about being in the wrong place at the wrong time. So I ran downstairs to try to get some of Chin's fellow basketball players to write it. However, I was brutally rebuffed and forced to write it on my own. And since I did not have Chinedu's phone number, I referred to a nameless class president who informed that Chinedu was born in Nigeria. Now, yes, a real editor would have double-checked her sources, but who ever said I was a professional? To cut to the chase, Chinedu was born in the United States and is a citizen so please call off the Immigration Naturalization Services. I deeply apologize to him and the rest of the student body for my egregious error and promise I will never write another sports spotlight again!



# Discipline the Dictator

By William Young, II  
Staff Writer

The behaviorist B.F. Skinner once wrote, “Governments which used force are based on bad principles of human engineering.”

Attendees at the town meeting in Columbus, asking William Cohen, Sandy Berger, and Madeleine Albright, raised the question, “What then [after air raids]?”

Everybody loves peace. I saw a movie on TV last night in which demonstrators were chanting, “peace now” (or something like that). The only problem is that, according to the Defense Monitor, at the end of ‘97 there were over twenty one armed conflicts going on, mostly civil wars, but a few international skirmishes, and another score of so-called “hot-spots”.

One of those hot-spots was Iraq, a country defeated by a multilateral force seven years ago. After Iraq’s defeat, the UN appointed UNSCOM, the UN Special Commission, to monitor, track, and destroy and non-conventional weapons. When UNSCOM declared its mission finished, economic sanctions would be lifted and Iraq could again begin to sell its trillions of dollars of oil reserves.

After several years, UNSCOM has not signaled its completion. The dictator who rules Iraq, Saddam Hussein, threw the commission out of the country. The UN, especially the US, was indignant, and demanded reinstitution of the experts. The tyrant of Baghdad eventually let them back in, but would not allow them to visit his newly built palaces, and wanted the makeup of national origin of the men in UNSCOM altered to have less British and Americans.

After months of threats, counter-threats, and preparations for war, the UN Secretary general intervened, traveling to Baghdad to avert a war and returning to the UN at New York with a piece of paper, one and a half pages or so, a document of good will.

Saddam had let UNSCOM visit his palaces. 30,000 Americans servicemen and women remain in the Persian Gulf. Kofi Annan pledged that the UN would consider lifting the crippling export sanctions.

Kofi Annan, from Ghana, is an ideal secretary. He comes from a nation that is not overtly caught up in global partisanship. He is acceptable both to NATO and CIS. He somehow managed to persuade an (insane?) ruthless autocrat to accept the Pax Annania. Unlike the Pax Romana, however, Kofi’s peace probably won’t last very long.

In *Time* magazine, the UN Secretary General was compared to the appeasing Neville Chamberlain, who tried to keep Hitler happy, but also to Jimmie Carter, who successfully prevented US involvement in Haiti in 1994. Kofi Annan’s only real responsibility is to ensure tranquility, and he has done a miraculous job in coming back with the treaty.

Americans doubt that Hussein will be true to his word. So what do we do now? Waiting for UNSCOM to declare its mission finished is an idea. Force Saddam to

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*Saddam needs to be punished, but the Iraqi people do not. . . letting the bloodthirsty tyrant keep control of his weapons of mass destruction is unacceptable*

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revenge on the deal and then destroy more of his radar, bunkers, and oil fields with air to surface missiles is another. Not to sound aggressive, but we should wait again test UN resolution, then, um, go to for the jugular. Nor air-raid pinpricks next time.

We have two million men and women in uniform, 99% combat ready. Saddam has a couple of divisions of Republican Guards. We are the strong arm of the UN. Let’s show off ours strength. Leaving Saddam with his Anthrax and VX gas is too risky in an age in which attacks on the US and its allies will come from a bag or a suitcase left inconspicuously in the train station, or a truck sitting in the basement parking lot. American soldiers will not die if Saddam is allowed to aggress. The demonically clever despot does not care about his weapons: he’s used them twice already, once against Iran, once against his own people. When attacks, he won’t kill soldiers, he will kill civilians. Two scientists had innoculatory Anthrax and set off a telloric panic, reraising our fears of terrorist attacks and highlighting our vulnerability.

If Saddam keeps his word and UNSCOM finishes its job, then (hey!) we will not need to fight. Else

should not go (and I quote a combat veteran at the Columbus town meeting) “half-assed” into a fight we won’t win. If we decide to fight, Saddam should die as the unsightly walls of his decadent palaces collapse, burning with mocking fire, down around him.

Saddam Hussein should die. Saddam Hussein should fall headlong to burn in bottomless perdition, to dwell in really hot adamantine chains. I don’t quite care for the man.

The Iraqi middle class, however, should not die. As pointed out in March 1<sup>st</sup>’s Boston Sunday Globe, “For decades before the Persian Gulf War, Iraq enjoyed a rich cultural life. With the second highest oil reserves in the world, it was flush with money in the 1970’s and spent vast sums building some of the best universities, museums, and vibrant intellectual, literate bourgeoisie. With no money for food, they are selling any possessions to feed their malnourished children. If the sanctions continue for many more years, the Iraqi middle class will be annihilated. This annihilation will mean yet another nation bowing to the debilitating effects of tyranny. To put it simply: the sanctions are obliterating any hope of salvaging the country for use as a future ally and member of the world community. The UN (or the US) needs to figure out a way to destroy Saddam without rendering the autarchy nation ashambles.

With that in mind the most prudent, efficient action would be to cause and abet any attempt to kill Saddam, whether through a coup d’etat or an assassination. Unfortunately neither seems possible. Our abrupt halt of aid to a Kurdish rebellion was nothing short of perfidious, and top White House advisors have said that Saddam Hussein is too wily to succumb to an outside attempt to kill him. So direction action against the Butcher of Baghdad seems implausible.

Indirect action, however, seems very plausible. Invite Kofi Anna back in, tell him to cut a deal that would get Saddam Hussein into the International Court of Justice. If the Court rules in Saddam’s favor, then the Sanctions could be eliminated. If the court rules against him, UN implemented elections are held in Iraq to choose Saddam’s successor and Saddam gets exiled to Elba.

Saddam needs to be punished, but the Iraqi people do not. As much fun as bombing sounds, it is not in our long term interests. Perhaps B.F. Skinner was right and we should just reason with the dictator. Perhaps Mr. Skinner was wrong, and Saddam Hussein should be shot in the head. Either way, letting the bloodthirsty tyrant keep control his weapons of mass destruction is unacceptable.

## To Debate or Not to Debate

By Daniel Gelbtuch, II  
Staff Writer

This fine academic institution that we attend has many extraordinary classes to offer from History to Biology to Writing to Art to Music. These classes attempt to enrich one’s mind with knowledge necessary to develop into an intelligent, insightful young adult. However, there is a class missing from the curriculum at Boston Latin which is pertinent to the mental development of all people, a class that will help to enrich their minds and teach them how to think in ways they

would never have imagined. The class I’m referring to is Debate. I have had the experience of learning the fine art of debate during my afterschool time on the debate team. However, not everyone has the time nor energy to learn this vital skill during their after school time. Their lives probably are already filled to the brim with countless other activities and homework, this is the precise reason debate must be offered as a class. I realized that the school has trouble funding some of the classes that are already available. Adding a new one could be financially risky, however, the values which would stem

from this subject would be innumerable: the skill of writing and speaking persuasively, the skill of public oratory, and the skill of analyzing philosophy of such esteemed men as John Locke, Hobbes, and Rousseau to name a few. These skills are vital for ongoing education we will receive at college as well as the world will be engrossed in years after. Debate teaches one how to argue persuasively using logic and sense rather than with unrivaled emotion which attempts to shove information down a listener’s throat rather than educate them with your ideas. This skill is essential for situations throughout one’s

whole life. The skills of presenting one’s ideas in an orderly logical manner and then orating them in a smooth and composed delivery are vital for everything from interviewing to being a politician. The class will also fit like a glove into our classical education which we receive at Latin School. Many of the great men of the Classical period were orators and debaters from Cicero to Aristotle, these men appreciate the fine art of debate. We must institute this class into part of our curriculum as the benefits of having a debate class will be far-reaching and having a debate class is integral to a complete education.

## Colored Words

By Julia Tutko, II  
Staff Writer

What if someone said to you that four out of ten books you had to read in a school year had to be written by a non-White author? How would you react? Would you go to the school board? Would you refuse to oblige this rule or would you write a strong article in the school newspaper?

Well, I wonder what the kids in California thought when this was proposed to them, but I don’t want to pay the long-distance bill to ask.

Now, what I want to know is what kind of birdbrain came up with this one, because if this is a joke,

no one is laughing. What difference does the color of the person’s skin make to content and value of the book? Last I checked pigments had no effects on the functions of the human brain.

I don’t get it. Americans have been trying for a long time to teach our youths that race doesn’t matter, and it’s what is in your head that really counts. Then why are they choosing reading requirements based on the color of the authors skin? Is this really the reason the author wanted their books to be read? The author wrote his book so that the reader could learn something from it and enjoy it for its content. The schoolboard in California really have a lot to learn if they think that they can pick

out books in category of race. They’ve forgotten that a book should be required because of its educational value, and its awards like the Booker Award or the Newbury Award or even the Nobel Prize. If we try to pick them out through any other category, the authors work will have been wasted, and we will have only succeeded in teaching our children that they should be distinguished and separated. People, is this really where we’re headed? Has all of this talk of anti-racism been a big bluff? From the looks of this stupid idea, it seems that that’s the signal they’re sending to the kids who are surrounded by this atmosphere. I think that the saddest part of all is that they don’t see anything wrong with it.



# This Record is Not for Sale(s)

By Sam Graham-Felsen, II  
Staff Writer

Nykesha Sales was one point away from one of the most highly revered records in women's sports, when she ruptured her Achilles' tendon and was forced to sit out for the remainder of the season. It was a horrible twist of fate for this exalted champion, who had contributed so much, had come so close to the record, only to be denied by one lousy basket. The record was to be left unshattered, until UConn coach Geno Auriemma took it upon himself to play God. In an unprecedented move, Auriemma let Sales "play" in the next game, assisted on the court by fellow teammates, to be left unguarded by the opposing team, and allowed an open lay-up that put her just over the top, moving her into first place for points scored by a woman at UConn ever. After the feat she was praised for her remarkable achievements at UConn, lionized by women's basketball fans all over the country, and left to bask in the glow of her triumph. Sorry, Nykesha, you get no props from me.

Nykesha Sales is an unbelievable basketball player. To be arguably the best player in the nation, let alone play on a Division I college basketball team, is a more-than-laudable feat. Scoring even one basket in a game of such high intensity, surrounded by the finest basketball players in the nation, too is remarkable. To score one less point than the all time record is absolutely incredible. But to cheaply take that last basket desecrates her nobility. It is completely hypocritical as a competitor and scorer to take a basket as a gift. She did just this. She was put into

a game in an unfit state and handed a basket by the other team. I mean, they might as well have lifted Nykesha up on a crane, and lowered her into the basket with the ball in her hands.

A record is a record. Nykesha has the record. There's no doubt about that. But before we extol her, we need to look at what a record represents. If a paralyzed Cal Ripken had come to the plate in a wheelchair to play in his 1391<sup>st</sup> consecutive game, would he truly have broken Lou Gehrig's record? Could he truly feel content with what he did? Would he be given the respect of his fellow athletes? Respect of his fans?

A record is the recognition that a person receives when he has gone farther than anyone else in his field and has done it with just means. A record isn't thrown into the books just for the sake of being a trivial fact. It is about the pride of the achiever, the feeling that he gets when he realizes that he truly is the best. Nykesha really isn't the best, and sadly, she'll be remembered by many as being that. And what's more, too many people have ignored the victim of this robbery, Kerry Bascom. Bascom will now be second best when she deserves to sit on the throne. Bascom, who scored each one of her baskets righteously.

Well, the record is indeed in the books. Have fun with it Nykesha. Go and show the world that on page 439 of the NCAA Women's Basketball records there is a spot dedicated to you. But don't lie to yourself Nykesha. Be not proud. Even if the print says you are the best, you'll never truly be the best.

# Ignore the Hype

By Nathaniel Adams, II  
Contributing Writer

"Kicking the meat habit will save innocent, sentient animals from caging, crowding, depuration, drugging, mutilation, manhandling, and slaughter."

So reads one section of a pamphlet handed out at the recent Great American Meatout, an event held at Latin that was sponsored by a group called FARM. If you are scared by the horrifying revelations above, then you will be terrified to learn what else meat does: according to the booklet, eating meat apparently not only kills animals, but it also promotes abusing oneself, one's children, hungry people around the world, and even the earth itself.

Unfortunately, scare tactics are the major weapon use by the Meatout organizers. For those of you unfamiliar with the process, here is a look at how they show naive meat-eaters the error of their ways:

- 1) Dazzle unsuspecting animal consumers with A-list entertainers like Casey Kasem and Rue McClanahan.
- 2) Break out the information about how the consumption of meat destroys the planet.
- 3) End with a condescending message about how "caring individuals" participate in the Meatout each year (in an effort to put a stop to this senseless barbarism).

Not surprisingly, vegetarianism has its "roots" in religion. This becomes evident when one considers the section of the pamphlet that explains how vegetarians can help to convert their savage, meat-eating friends. The only difference between this group and a run-of-the-mill cult is that there doesn't seem to be one particular leader of the vegetarian movement (although Casey Kasem does get top billing under the heading "National Co-Chairs").

The group also defends themselves to the extreme against anyone who attacks their ideology. For instance, I might point out that they engage in the senseless slaughter of millions of helpless fruits and vegetables every year, but this would reinforce the belief that meat-eaters are a violent people; in fact, one of the group's goals is to help people explore a "less violent diet." (I know that whenever I take a bite out of a cheeseburger I have a sudden urge to pick up a salt shaker and bludgeon whoever is sitting next to me).

The lesson to learn from all of this is that we can't take everything we read at face value. Too often companies try to influence us with their shock tactics and Jerry Springer-like assaults that insult our intelligence.

By the way, FARM? I understand it's more like a concrete bunker filled with crazed, gun-toting vegetable fanatics.

# M et I

## Work 'till graduation . . .

By Matthew Bennington, I  
Graphic Arts Editor

There is a word that starts to filter throughout the senior classes starting sometime after winter vacation. It is defined as large-scale slacking off on the part of the student body about to graduate. It is an epidemic that appears every year across the country without fail. This affliction becomes more and more common once the weather starts to get better and clothing starts to get lighter. The name of this disease is senioritis.

At first it appears as a seemingly benign habit of skipping homework assignments or gazing out the window during class. Then it gets more serious. People start to cut classes and then begin cutting school entirely. Grades are almost completely forgotten once the infamous letters from colleges start coming in the mail. Eyes glaze over and pens sit limply in hands. Working becomes too much of a challenge. The cumulation of either four or six years of drudging confinement cripples students in a vicious grasp of indolence.

It is too late to warn this year's seniors about the plague of senioritis because I have already seen it overtake my class. I am writing this to urge those seniors to fight against the urge to let it all go. I want to tell future members of Class I that there is a lot of danger in falling victim to this laziness. We have no right as students to slack off. We have the same obligation to work and to learn as we did before. This is the fatal nap that the hare takes before the finish line that allows the tortoise to pass him. If we don't shape up, final grades and AP test scores are going to plummet.

We have a responsibility to ourselves, our families and our school to do the best we can each and every day. We live in a privileged time and are members of a privileged society. We take things for granted today that our ancestors fought for all their lives. We would be remiss in our duties to the aforementioned if we were to give in to senioritis. Each and every senior in this school has an obligation. To lie down and give up now would be shameful and wrong.

DISCLAIMER : I do not personally endorse any of the ideas above this paragraph. There is no question in my mind that if a senior had gotten his way through to the spring of his last year without a chance of failing, he deserves time off to daydream and catch up on all the hours of sleep this school has stolen. I believe that any teacher who thinks that misdemeanor marks or detention are going to stop this force of nature should promptly be given a return ticket to planet Earth.

*Matt is the Argo's graphics art editor and all-around nice guy.*

## Wait . . . I'm supposed to . . . work?!?!?

By Ian Marlier, I  
Layout Editor

My English teacher has gotten in the habit of reminding my English AP class that, despite the fact that we are seniors, we do have to show up for school and even go to class sometimes. While this may seem self-evident to many of the members of the lower grades at Boston Latin, it seems like nothing less than cruel and unusual punishment to those of us who have spent the last 12 or 13 years slaving away at various schools. I know, I know—everyone here has. But for those of us who have been accepted at colleges, it seems as though this is our one chance to relax before the real world hits us full-force. While I can see the point of teachers who say that we have to prepare for AP exams, or finish reading the required text, or whatever other reason they give for continuing to assign work, I say that we should have the option to stop if we want. Sure, teachers don't want to have to fail kids in the last term of their senior year—but every student here knows that this will be the consequence if he decides simply to stop coming to school, or showing up for class, or, with some teachers, if he stops working. If this is the case with a senior, it is a conscious choice and should be respected as such.

Doctors say that adolescents are supposed to sleep between eight and ten hours a night, every night, until they are at least 18 years old. If we take the lower of these numbers, the eight hours, I have lost somewhere on the order of 2,500 hours of sleep since entering Boston Latin (and even this is conservative: I am assuming that one only works on school nights). I have managed to destroy my health by drinking four to eight cups of coffee a day for four years. I probably have a greater chance of contracting a horrible lung disease than your average 5-pack-a-day smoker, thanks to the dust, dirt, chemicals, and generally harmful air in this school. I have managed to do a number on my nerves thanks to the rigors of declamation, the college application process, and trying to find an unlocked bathroom (for those of you who think that bathrooms are always open, since they usually have been this year, there was a time two or three years ago when one bathroom would be open every few days).

So what is my point? I don't know either. But for lack of a better idea, let's try this: to those of you who say that we should keep slaving away until the day we graduate, who deny that a senior should in any way slack off once accepted to college, I say, I think we've all earned the right to at this point.

Now, if you'll excuse me, I have to go catch up on some sleep.

*Ian is the Argo's coffee-addicted, sleep-deprived layout editor.*



An Open Letter from the  
School Site Council

Superintendent Payzant's  
Response

An open letter to the educational leaders of the City of Boston from the School Site Council of the Boston Latin School.

Thomas Menino, Mayor of Boston  
The Boston City Council  
Thomas Payzant,  
Superintendent of Schools  
The Boston School Committee  
Edward Doherty,  
President, Boston Teachers Union

The School Site Council of the Boston Latin School, having observed the increases in class size over a period of years so that classes now may be 33 or more in some instances, and having observed the reductions in the number of teachers and the number of secretaries, and having observed the increase in the workload of nurses, and having observed that the Classics Department has had no department head for many years, has recommended the addition of two teachers, two secretaries, one nurse, and one department head, a request felt not to be unreasonable for a school with a very low per pupil cost, a school with 2,350 students. The request has been rejected, and BLS will probably lose more teachers due to budgetary considerations.

The BLS SSC has, however, in difficult budget circumstances, identified a priority more important than any of the above, although they are very important to this school. We believe that the most important years in a school career are the first years; we believe that the children of Boston should be given a public school education by the age of four; we believe that the cutting of KI without making available early education opportunities for all was the greatest error made by the Boston School Department in many years; we believe that the restoration of early childhood education must come before high school restructuring and is critical to the success of high school restructuring; we believe that Early Learning Centers must be made available to all children in the city; we believe that restructuring high schools cannot make up for what students have missed in the early years.

Many children in Boston have parents who read to them, who model by reading themselves, who have newspapers, magazines, and books always available, who subscribe to children's magazines and buy children's books. Many, however, have parents who are unable, for whatever reasons, to supply these things. Recognizing that many children have an advantage in early childhood, the city and the public school system must provide for all young children an opportunity to benefit from a formal school program designed to prepare ev-

cry child for a lifetime of reading and learning.

Putting all young children in school in small groups of no more than 18 with a teacher or 25 with a teacher and a paraprofessional will produce the best long-term benefit this city could possibly imagine. Boston Latin School will be better off in a few years because the entering classes will be increasingly better prepared. Middle schools will be able to offer more rigorous academic studies in a few years because the entering classes will be increasingly better prepared. High schools will be able to offer more challenging courses and will be able to expect students to master subject matter in a few years because the entering classes will be increasingly better prepared.

Take 80% of the money spent on transportation and put it into early childhood and elementary education, reducing class size to 18, restoring KI, getting Boston children into school by age four. Special education costs will come down because children will be getting far more attention in the regular classroom. Bilingual costs may also be reduced because children assigned to smaller classes may need less outside intervention.

How can restructuring high schools which are receiving ill-prepared students make those students more capable of mastering trigonometry? If we are to prepare our students for the standards being set in Massachusetts (MCAS tests) and in Boston (Stanford 9 tests) then we must look at the long term and start from the beginning, early childhood, and not make high school restructuring the focus for reform. The high schools and the Latin schools must take the students whom we receive and do the best we can with them, and current restructuring efforts are being made in that spirit. But when we see that middle schools are offering rigorous academic programs only to limited numbers of students because limited numbers are prepared, and when we see that the City of Boston has not made the maximum commitment to the early childhood education which would prepare more children for more rigorous academic programs, then we conclude that high schools are being blamed for poor test results while the system itself takes no responsibility for limiting the possibility of success by its treatment of children in the early years.

Sincerely,

Michael G. Contompasis  
School Site Council Chair

Malcolm J. Flynn  
School Site Council Clerk

Dear Mr. Contompasis and Mr. Flynn:

Thank you for sending me a copy of your open letter with the views of the Boston Latin School Site Council regarding education and resource allocation priorities in the Boston Public Schools.

I agree with your view that it is important to pay more attention to early childhood education. We have begun to do so. The School Committee's policy decision to provide a full-day program for all K2 students in the city recognizes that a half-day program is no longer sufficient to prepare five-year-olds for Grade 1. You are correct that there was a tradeoff with this decision; namely, a significant reduction in the number of KI classes. The primary reason was the lack of classroom space to offer both a KI and a KII program for all children. The secondary reason was the cost of operating both programs. The Mayor and School Committee have supported the expansion of programs for four-year olds in Community Centers, and various city departments have collaborated successfully with the Zero-to-Eight Coalition and community-based organizations to seek new state and other external funds to increase the number of programs for three- and four-year-old children. We have more to accomplish.

This fall, we will reduce class size in first grade from twenty-eight to twenty-five. In September 1999, the same reduction in class size will occur in Grade 2. However, as I noted above, the reduction in class size increases our need to identify additional space for the new first grade and, next year, second grade classrooms.

Your suggestion to pay for these changes with an 80 percent reduction in transportation costs has some problems. I made two proposals during the recent FY99 budget development process—one, to extend the walk zone for middle school students from 1.5 to 2 miles and another, to require juniors and seniors in high school to pay for their T passes. Neither was approved. Moreover, almost half of our transportation budget covers transportation for special needs students which we are required by law to provide. We also have transportation obligations for non-public school students. I agree that we should continue to look for ways to reduce transportation costs. This spring, I will discuss with the School Committee additional proposals for changes in the Student Assignment Plan that could lead to some savings in transportation costs.

Your strategy for making a significant difference in achievement results over the long term makes good sense. Our reform plan is consistent with this approach. However, we cannot ignore those middle and high school students who are in the schools now. The high school restructuring efforts and whole-school change plans in the middle schools must focus on action steps that will help students to begin improving their achievement now.

Again, thank you for your thoughtful comments.

Sincerely,

Thomas W. Payzant  
Superintendent



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# Letter to the Editor

This article is in response to the one written in the February edition, titled "Environment vs. Economy" by Ernani DeAraujo, II.

It was a little disturbing to read about the author's disconcert for the environment, the future of the world, and of our nation. What was more troubling was to read of how the author assumed that the economy of the United States should be considered to be of a more important factor than the environment and health of our future generations.

The Kyoto conference, which was held in December, was not held to merely punish the United States and other leading countries, as it was portrayed in the article. The conference was held to help find the solution to a worldwide problem. Over 160 countries were represented at the conference and over 1500 scientists including 104 Nobel Laureates signed a "World Scientists call for Action" in support of measures to protect the global environment. In order to solve the problem, they had to go to the root of it. They didn't merely focus upon the carbon emissions of the United States, Japan, and western Europe because they felt like it, or so that "undeserving nation" (as was quoted in the article) would have a chance to gain wealth. The United States has the largest percentage of carbon emission, 25%, western Europe is second with 19%. The primary energy consumption for the U.S., in 1996 was 111.19 quadrillion BTUs. The total primary consumption for the world was 375.07 quadrillion BTUs. That is almost a third of the world energy consumption. The United States makes up only 5% of the total world population. Is it right to make the whole world suffer environmentally just because some people fear that 5% of the world population may make less money?

In the article, the author also stated that "developing nations" such as Brazil, China, and India would not have to observe the protocol's guidelines. But that the United States will be forced to is because they are the

leading cause of the problem. China, which is 20% of the world population, consumed in 1996 only 37.04 quadrillion BTUs of energy. Far less than the U.S., and yet they are far much larger. In 1996 India, which has the second largest population, 16%, consumed only 11.55 quadrillion BTUs of energy. Brazil in the same year consumed only 7.24 quadrillion BTUs of energy. This is a reason as to why these "undeserving nations" will not have to follow regulations set by the protocol. The protocol also provided incentives for developing nations to participate in projects that reduce the greenhouse gas emissions. In addition, it should be noted that the Kyoto conference is just one step in an ongoing international effort to protect the environment.

Another correction to the article is the concept of an "undeserving nation." Merely because the U.S. wants to save a few of their precious gained dollars, it does excuse the fact that it is one of the leading factors in the worldwide problem. Also just because other countries are not as financially stable does not make them of a less importance. It is almost positive that people in countries such as China, Brazil, and India are wondering why they should destroy their family's futures for a few greedy Americans.

An interesting observation the author made was that 63% of Americans felt that the environment should be cleaned up even at the expense of the economy, which makes his previous statement that the protocol will be "potentially detrimental to the U.S. economy," a less important factor than what it was made out to be. In the article, the economic situation was one sided. Although some companies such as Ford are afraid of the protocol. Several new companies are expecting to flourish. An article regarding solar panels was printed in the Boston Globe on January 18, 1998. This article, written by Lori Valligra, stated that globally the market for solar panels was growing 15 percent annually. According to an energy trade group, US companies for solar panels are

leading the way. US firms have a 43 percent share of the \$1 billion global market and more than 60 percent of solar technology sales are exports to developing nations. The 1996 Federal R & D budget for photovoltaic technology was \$130 million, and the United States was \$62.5 million. In the United States, the annual market for solar systems on buildings is currently at about \$100 million, and it could rise to \$2.5 billion in the next ten years. The United States is a constantly changing country, continuously inventing new ideas. It is what keeps us as one of the top countries in the world. Along with changing there will be some companies that will fail because of it and even better ones that will rise.

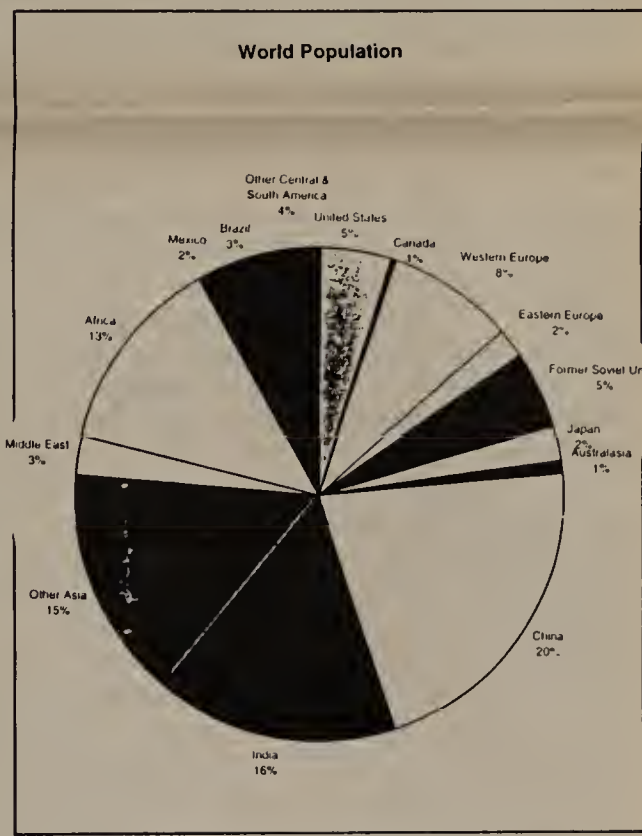
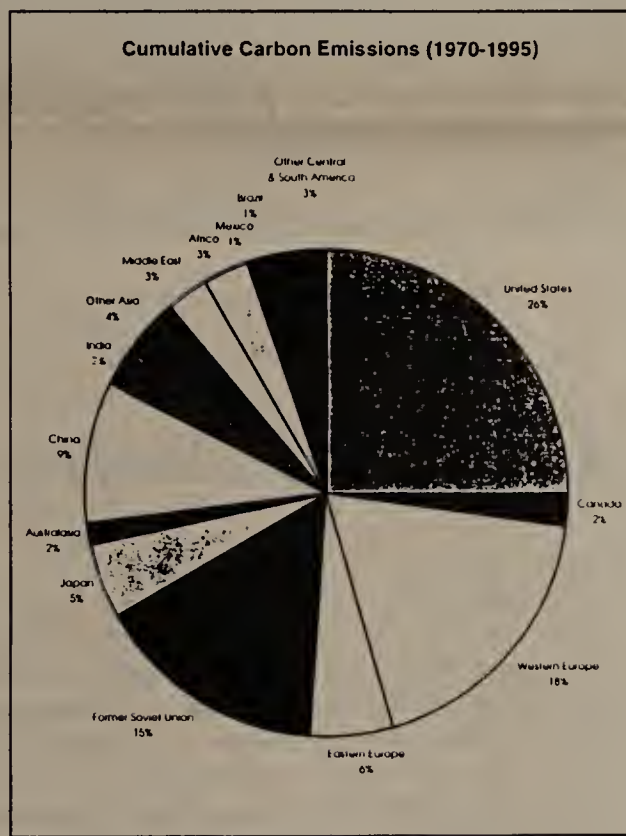
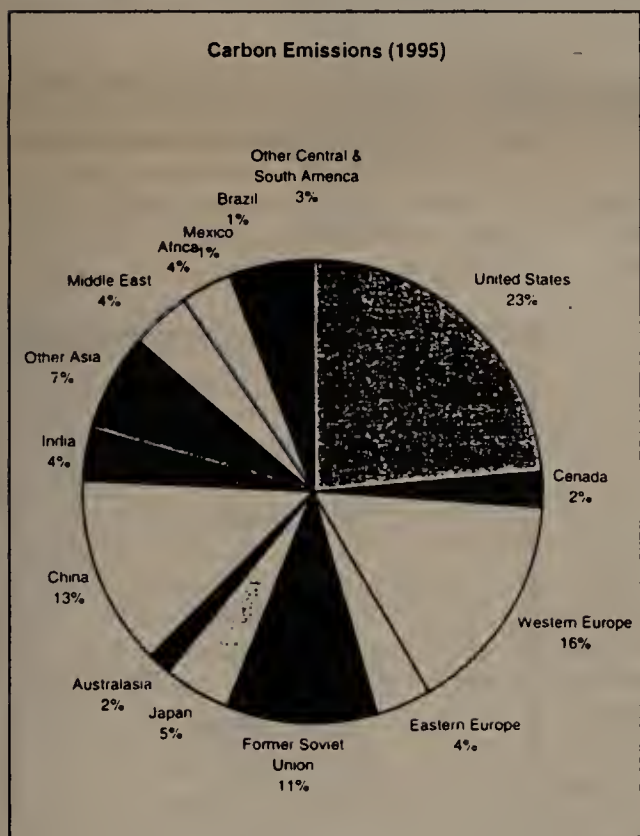
If the U.S. and other leading countries in this problem continue to consume at the same rate, the world will eventually run out of fossil fuels and other natural elements. If the rate is still continued at the same high level, there is an estimated 50-500 years left of petroleum reserves.

The article also stated that the efforts are being sought to solve this problem "would surely fail to clean up the environment." Well, it 63% of Americans are willing to clean up the environment, it sounds like the Kyoto treaty will be successful.

If the U.S. economy should falter because of this, there is no doubt that it will build itself up again. There are four factors to the business cycle: recovery, peak, recession, and trough. So if the economy drops, it will once again rise itself to the good standard we are at today. Yet there aren't four factors to an environment. Once it begins to deteriorate it cannot be fixed. There is no going back on wrongs done to the environment.

So the next time one questions if the economy is more important than the environment, one should think: "Is a dollar more important than grandchildren and future generations?" The answer is no.

-Alice Vaz, I



Source: US Department of Energy Annual Report '96

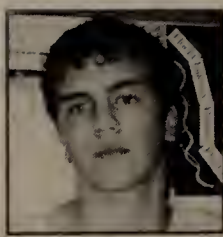
## Forum Question:

Should the suspects in the Arkansas school murders be tried as adults?



No, they should not be tried as adults, but this case shouldn't be tried as a typical occurrence either.

-Anna Haritos, I



No, the kids shouldn't be tried as adults. They've grown up in a society in which they've been so exposed to violence and gun usage that their young minds couldn't comprehend how serious murder is.

-Sam Graham-Felsen, II



They definitely need psychological counseling and there's no way they should be tried as adults because they're only 11 and 13. Killing those kids won't bring back those 5 people.

-Nikki Georges-Clapp, III



I'm not sure, but it's obvious that those two boys are very troubled and before any legal action is even taken, they should be provided with mental help.

-Gina Bruno, IV



Yes, I think that they deserved it. They knew what they did was wrong and they deserve the punishment.

-Stephen Murphy, V



No, because they're children.

-Joe Jolly, VI



# Arts & Entertainment

## Arts Spotlight



Albert Yuen

By Jennifer Yong, I  
Contributing Writer

It's early, it's morning, and it's 7:44. I'm running down the hall to get into homeroom in time for that ridiculous 7:45 bell, all while trying to eat my breakfast, finish my lab report, and greet all my friends. And just as I'm sitting down in my chair, a groggy, tired, half-awake voice beckons me and asks, "Uhh, Jen, what was the Greek homework?" I turn around, irritated, not understanding cave-man language and shout back, "WHAT?"

This, of course, is Al, half asleep, half all-together-there, and in his moment of scholastic concern. Catch him in his Mountain Dew-obsessed-hyper-active-I-am-Superman-mode, however, and you get an adrenaline packed source of nonstop craziness and creative talent! I've GOT to say, the boy got skills!

It all started back when he was in the third grade, back when he loved to finger paint, (he probably loved to make a mess ANY teacher would have loved) and create different things that were out of the ordinary. He enjoyed creating magical and exciting new worlds with his imagination. As time went on and as Al got older, his imagination never changed. but he invented more and more themes in his drawings. He became very abstract and discovered he liked to use geometric figures.

I have known Al ever since we were little eighth-graders and in Chinese class together. Even back then he was a bit on the weird side, but I don't think I've ever seen him happier than when he was sketching and drawing away at some new image conjured in his mind. He can sit there all day and draw creatures and create fantasy landscapes that only exist in his wildest imagination. I always see him drawin and am always so perplexed to see how quick his hand is to add a line here or shade in a spot there. Everytime I witness him draw or sketch, it's almost like escaping to a entirely different world where "insanity is the playground for the imaginative." Always spontaneous and ever so creative, Al definitely has talent and is able to enjoy and use it in a way of expression. Even though Al has never won any awards for his work, he has gotten recognition for his many artistic impressions, if not by his teacher, then by his friends and family, or mere spectators.

In the future, Al hopes to attend Northeastern where he hopes to major in chemical engineering and minor in art. I am sure Al will succeed in whatever he chooses to do.

But until then, his drawings will always reflect on his psychopathical-neurotic-twisted-everything-is-based-on-Mountain Dew-ways, and the world will know what Al is all about along with his trademark Britches fishing hat (you know what I'm talking about).

## Body Electric Lit Up the Stage

By Justina Wong, III  
Contributing Writer

There was no story, no elaborate scenery, and there were no glitzy, extravagant costumes. The only plot of Boston Ballet's Body Electric was to dazzle the audience with its celebration of free movement. Body Electric was made up of three very different sections: Water "Bagatelles" choreographed by Twyla Tharp, "Four Hands," choreographed by Laszlo Berdo; and "Celts", choreographed by Lila York. Body Electric appeared at the Wang Center from March 5-11.

The first section of Body Electric was "Waterbaby Bagatelles," choreographed by Twyla Tharp and music by Various Artists. It was premiered April 30, 1994 by the Boston Ballet. Twyla Tharp has been a worldwide choreographer for over thirty years. The opening scene set the mood of the piece. As the curtains rose, all that could be seen was a plain, light blue background with blue-fluorescent lights hanging in strips in rows from the ceiling that would be lowered and lifted for the dancers' needs and the motionless silhouettes of the dancers. The costumes of the dancers were simple and elegant. Some costumes were swimsuit-like and even swimming caps donned some heads of the ballerinas. The whole color scheme and fluidity of the outer elements like the costumes and background gave the illusion of being in the water.

Some of choreography of "Waterbaby Bagatelles" did not follow the some of the standards of classical ballet that have been endlessly drilled into a dancer's head. For example, stressed pointed feet, a straight back, a long neck held up, and calm upper body movement. Instead Mrs. Tharp added the freedom of upperbody, head, and neck movement with dancers at some points throwing their necks wildly around while executing perfect piques off stage. The footwork was fast paced and creative. The style and technique of each dancer was related easily with grace and perfection. The section at many points looked extremely jazz and modern oriented with bent knees and slumped bodies. The general atmosphere of this section gave to the performancee's name, electric.

The next section, "Four Hands," choreographed by Laszlo Berdo, provided a change in the mood with dancers clad in dark body suits in a variety of colors, performing in front of a simple, but elegant black background which would occasionally change colors. The talented solo pianists, Steven Mitchell and Alexander Fuksman, performed right on stage behind the dancers that provided a classical and lovely effect. The creator of "Four Hands, Laszlo Berdo, a principal dancer at the Boston Ballet since 1990, was praised "... a budding choreographer. ... " according to the Boston Globe. The choreography was intriguing and graceful. The lifts looked especially challenging for the male dancers. Some lifts included the female dancers simultaneously being hoisted up straight in the air by the male dancers and slowly walking off stage. The lifts looked effortless, their intent, but in reality took incredible strength from both dancers. The whole cast performed this section remarkably. The music and the choreography complimented each other beautifully.

The last section of the performance, choreographed by Lila York, made the audience feel they dropped into Ireland. Even if one had absolutely no idea about Irish step dancing, they were quickly introduced to the exciting and sharp dance form. The music was by the Chieftains, William J. Ruyle, Bill Whelan, Celtic Thunder, and Dan Ar Braz. It was a combination of traditional and modern Celtic music. "Celts" was first premiered by the Boston Ballet on March 21, 1996. The section was portrayed masterfully by the cast who managed to incorporate the Irish step dancing into their more familiar form of dance, classical ballet. The music set an enchanting and mysterious mood. The costumes reflected traditional Celtic style and were pleasing to the eyes of the viewers. The change to the stiffness of the bodies and different technique were immediately noticeable, but extremely captivating.

Although Body Electric would be more suitable for older audiences, younger viewers will also be impressed and dazzled. Body Electric will never be placed among timeless and famous ballets like Swan Lake and Sleeping Beauty, but will always be noted for its creative technique and innovative style. It is highly recommended to all those who enjoy exciting, exhilarating, and electric ballet.

## Collected Stories

By Jane Gurfinkel, II  
Staff Writer

Relating to *Collected Stories* at the Huntington Theater is innate for anyone who has ever wanted to be a writer, ever had to deal with a demanding teacher, or ever had a mentor or a hero. The two-woman show, running through April 5, is an intelligent and poignant depiction of the relationship that exists between an elderly college professor and her student. The script, by Donald Margulies, manages to bring the two characters to life superbly, with dialogue that is both heartfelt and witty. The performances of Deborah Kipp and Felicity Jones (the teacher and the student, respectively) brought scenes that could have easily fallen into the pit of melodrama, to a level of utter realism and emotion.

Though there are only two characters, Ruth, the once-famous writer, and her protégé, Lisa, the set itself at times seems like a third cast member. The replicated Greenwich Village apartment is so impeccably designed, it even managed to draw applause from the audience before either woman had come on

stage. The intricacy of the books arranged on the shelves, in fact the elaborateness of all the props, from the antique radio, to the furniture angled just right, all cumulatively emanate the feeling of having been lived in for "thirty-one" years. This stirring backdrop is an incredibly appropriate setting for these two complex women and the bond that exists between them. The development and transformation of that bond during the six years of the friendship between Ruth and Lisa is so subtly portrayed that it reality seems startling. Through the course of the play each character is visibly altered by the other's influence, yet simultaneously manages to retain her own personality.

In the depiction of the bond between the two friends, the play also deals with a whole assortment of other relationships: teacher and student, mother and daughter, experience and naivete, friendship and art. Though the ending of the play almost seems like a sort of cathartic release of the tension between the women, it is the gradual progression of their friendship that makes *Collected Stories* truly intriguing.

### Congratulations to the Academy Award Winners:

- Best Picture:**  
*Titanic*
- Best Actor:**  
Jack Nicholson,  
*As Good As It Gets*
- Best Actress:**  
Helen Hunt,  
*As Good As It Gets*
- Best Supporting Actor:**  
Robin Williams,  
*Good Will Hunting*
- Best Supporting Actress:**  
Kim Basinger,  
*L.A. Confidential*
- Best Director:**  
James Cameron,  
*Titanic*
- Best Original Screen Play:**  
Matt Damon and Ben Affleck,  
*Good Will Hunting*
- Best Musical Score:**  
James Horner,  
*Titanic*



# Arts & Entertainment

## The Cast Isn't Afraid of the Dark

By Kay Perdue, I  
Arts & Entertainment Editor

Boston Latin School's Drama Club once again brought to the stage a dazzling and impressive show full of fun, laughs, and folly, this time from Peter Schaffer's script *Black Comedy*, with the directing expertise of their drama coach, Chloe Keller.

After only a few minor catastrophes at the Guild Festival where the show competed against other regional high school drama groups' productions, the actors and crew had to rework the show to account for the modifications which they had to make in order to comply with competition rules. By request of the playwright, the actors had to re-memorize their lines and the directors had to re-stage the action to produce the play in its entirety. The crew had to modify its set to create a more permanent atmosphere on stage as well. Yet, despite time limitations for numerous changes, the group presented undoubtedly one of the most humorous and lively shows ever to grace the name of Boston Latin School Drama.

Following the many serious productions that BLS Drama has presented, *Black Comedy* is a different sort of show. A farcical British comic drama, the plot focuses on the crumbling life of Brindsley Miller, a poor artist desperately trying to juggle the approval and pleasure of his debutante fiancée and her pretentious army general father, the sale of his mediocre sculpture to a rich man, the evasion of the scorn of his neighbors, the offense of his good friend Harold, the maintenance of his ongoing love affair, and finally the alleviation of the blackout which happens to occur so inconveniently in his London apartment. But perhaps the

"blackout" isn't so inconvenient, we realize, as the plot develops and Brindsley's secrets come to light. . . or rather, the play itself comes to the final "light," which is, ironically, a blackout. Because Schaffer's genius revolves around the darkness being light and the light equaling the dark, when we see the characters executing the demise of Brindsley's life, our performers are indeed supposed to be in the dark. Thus, we watch them stumble and fumble around in the dark, grope each other, nearly bump into each other, fall out of chairs into laps, drink whiskey while believing

tress, played by the striking Kaitlyn Jolly. The cast obviously appeared to be having a blast on the stage while still maintaining a professional attitude in production. They worked easily and efficiently together, thus truly "bringing together" the show with its fabulously intricate pieces, swift action, and complicated, rapid, and smooth stage work. Careful and accurate casting made for impressive performances by each actor on stage. Jonah Birch's convincing portrayal of the extremely difficult part of Brindsley's homosexual next-door neighbor managed to

a mere airhead, a perfect executor of the comedic action of the play as well as a sympathetic woman unwilling to put up with Brindsley's ridicule. True, the character is the brunt of many jokes, but it is the many levels of Carol's personality which shined through in Miss Liff's depiction that greatly contributed to the solidification of the play. In addition, believable acting by Jonah Goldstein as Colonel Melkett left the audience laughing as he stayed in character through numerous falls on and out of the elusive furniture belonging to Harold, and the chaotic motion going on around him on stage. Naomi Krakow's hilarious and sporadic exclamation on prams in her drunken depiction of the conservative Miss Furnival, in addition to Jon Gass, as the electrician mistaken for the rich art collector in the dark, with his uproarious and illegitimate proclamation on the bounty of Brindsley's "fine" art, brought many a bout of laughter from the well-humored audience. And of course, no one can forget the brilliant

pseudo-cameo long-awaited performance of Nina Smolyar in the long-awaited arrival of Mr. Bamberger, the rich art collector, as he feels his way across the stage, walking right through the mess of Brindsley's life which now lays smeared before the audience, and directly into the trap door to the basement with the electrician. Altogether the result was an evening of fine performance and classic farce, one that could be repeated again and again. The many aspects that define good theater did not fall short in the least in the Drama Club's production of *Black Comedy*, making this show fast, alive, and rich with laughter.



its lemonade, and make faces at each other all in the safety of the concealing "dark." The writing is quick and punchy, loaded with sharp remarks and over-the-top characters; and the execution on Saturday night granted more than due justice to the playwright's wit.

A physical play, the actors fell over the stage as they felt around in the "dark" and had to trip over furniture, telephone cords, stairs and each other. There was not a fall in the play that was not believable nor hilarious and unexpected. Bottles smashed and spit flew as the audience laughed heartily at the stammering of Jesse Barnes, playing Brindsley, and the mischievous plotting of his seductive dark-haired mis-

be inoffensive and yet immediately hilarious; it was the perfect addition to Brindsley's chaotic life, with his pouty tantrums and furious rants upon the importance of his elegant furniture which Brindsley had "borrowed" from him for the evening in order to impress Carol's father. Olivia Liff's expressive and multidimensional portrayal of a character that could have been misinterpreted, flaky Carol Melkett, Brindsley's debutante fiancée, was not only simultaneously likable and ridiculous, but also rendered the effect of excellent direction along with a deluge of sheer talent. The grace of her movements made Carol, who could have come across as entirely unrealistic, one-sided and

## Arts Spotlight

Picture Not  
Available

## Rebecca Waterfall

By Caitlyn Pagnano, I  
Contributing Writer

One way that all artists can always be recognized is by their hair. If hair color was the only way to identify all artist, then senior Rebecca Waterfall would be the best artist at Boston Latin since we were sixties. In eighth grade, Rebecca was the first one to dye her hair red with cherry Kool-Aid. If I recall correctly, her hair in the next few years was also orange, blond, blue, green, and who knows what other colors of the rainbow. At press time she is sporting a very chic, sleek bob with blond streaks. Rebecca has simply made her own hair into a canvas, showing what a talented artist she is.

Of course, good hair coloring is the least of her talents. I first noticed what a talented artist she was in the ninth grade, after seeing Rebecca's drawings of, among other things, Kurt Cobain and Courtney Love. I remember looking at her sketchbook while riding the Green Line one day that year, and knowing that she would eventually go to an art school. I was right. Rebecca is going to the School of Visual Arts in Manhattan next year and she wants to go into advertising.

Rebecca is in her second year of Advanced Placement Art at Latin, where this year she won both a Silver Key and an Honorable Mention in the National Scholastic Art Competition. She likes airbrushing the best, although she excels at all kinds of drawing, painting and sculpting. Her concentration, the theme which the works in her portfolio share, is how women show fear. Rebecca has taken art classes at Mass. College of Art, as well as summer classes at the Art Institute of Boston, where she won first prize in foundation drawing. But that's not all: she still finds the time, in between all of her classes and her art, to play the drums in a band. Of course, she must also find the time to keep up her beautiful hair.

## New England Film & Video Festival

By Jane Gurfinkel, II  
Staff Writer

The twenty-third annual New England Film & Video Festival, running March 30th to April 4th, at the Coolidge Corner theater is an intriguing porthole into the nucleus of independent film in New England. The thirty films to be shown during the festival demonstrate an incredible breadth of style and form, from an animated depiction of a

breakfast cereal's revenge in *Man Bites Breakfast*, to an abstract examination of the nature of memories in *Memory Hatches*, and practically everything else in between. There is also, a wide variety of cultures represented in the festival films. *El Dia, La Noche y Los Muertos* is about the Mexican holiday of the Day of the Dead, *Miss India Georgia* looks at the lives of four East Indian girls in the American South struggling between two

contrasting cultures, and the *Jew in the Lotus* depicts the Dalai Lama's 1990 invitation of eight Jewish delegates to discuss "the secret of spiritual survival in exile." There are also a number of films dealing with various social issues, such as the lives of abused women, in *Repetition Compulsion*, and the clash between the American and the Native American cultures in *Ground Zero/Sacred Ground*.

Many of the films are experi-

mental forays into moviemaking, but while nothing can be called traditional, there is also less obscure fictional fare, like *Little Shots of Happiness* (which premiered at the Berlin Film Festival), and *Dogseason*. This is, however, just a sampling of the festival's offerings. For more information on shows and times contact the Coolidge Corner Theater at 734-2501, and be sure to check out the products of New England's vibrant filmmaking community.



# Sports

## Sports Spotlight



James Lane

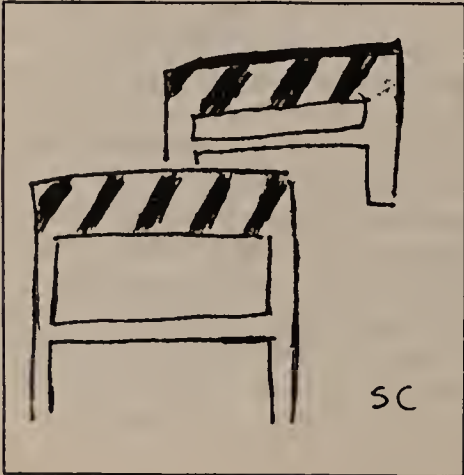
By Sarah Carter, I  
Forum Editor

Picture a great big, always ready, silly smile. Now picture the person behind that smile, who's making you laugh at something completely ridiculous. Picture James Lane, a great person, a diligent student and a dedicated athlete. James is the type of person whom one never gets tired of seeing: his sense of humor is contagious, his humility, refreshing, and he's so well-rounded, it's a wonder he can walk.

James has run varsity in cross country, indoor track and outdoor track since ninth grade and is currently the Captain of the indoor, outdoor, and cross country teams. He began running outdoor track in the seventh grade, with the strong encouragement of his parents, to "play a sport at school," but quickly grew to love the sport on his own.

James tried JV soccer one season, but felt confined being on the same field all the time. Running, especially cross country, which he joined in the 9th grade, gave James the freedom he had been missing. He attributed his love of cross country to, "[the fact that] We make up our own courses (after confirming them with our coach), [And that] the kids are just AWESOME!" Cross country has certainly been James' sport, he won Most Improved Athlete, both ninth and tenth grade and he was the MVP last year.

Apart from his athletics, James is just a pretty keen old-fashioned kind of guy. While listening to Oldies, he collects coins and beer tabs, and enjoys road races. He's a member of National Honor Society, the German Club and the Pre-Med society. James has been accepted to a myriad of fine universities, and has tentatively (at this printing) decided to attend BU, with a full tuition scholarship. As for his career, James confided that he plans to be a "fun pediatrician." If anyone can make getting a throat culture pleasant, James Lane, with his infectious smile and compassionate personality can.



By Becky Degnon, II  
Contributing Writer

There have been many misinterpretations of crew here at Boston Latin. I would like to clear this up for everyone. "Crew (kru) n. 1. a sport practiced in rowing boats where the participants willfully awake before dawn and run to practice where they spend one to two hours sitting on a hard wooden seat and pull on oars to such a level as to cause their bodies to go into oxygen debt, resulting in the formation of lactic acid in their blood, which causes substantial pain and discomfort in all major muscle groups. This activity is usually performed twice a day in the name of fun, and is conducted under the demonic supervision of a person called "Coach" with the help of his trained servant named "coxswain."

If you talk to any rower on the team, she would say that this is not totally true. We practice after school, over on the Charles River at the MDC rink in Brighton/Watertown. It is a very strenuous sport;

however, we make it fun by naming the motor for the launch, and calling our coach, Ron Neal, "Captain Ron."

We even get together for crew dinners, usually at Vinny Testa's. The season officially starts April 1st, though then it is still pretty cold on the water, so we will have our team bonding sessions,

### Crew is not a goof-off sport

or workouts. As the cox, I have been swimming against my will in the Charles a few too many times, but that is how it can be a different kind of sport.

A few years ago, crew was started because there were so many people rowing thru CRI, the company we row through, that we decided to set up a team. After four years, we are a third year Varsity team.

Last year we did not have as successful a year as we wanted, but this year I feel we will have a strong team. We already have three races planned against high schools from Massachusetts. At our sign-up meeting in February, we had a huge turnout. Fifty more names were added to our list from last year's twenty. There will have to be cuts, but that will be up to our coach, who comes from Connecticut. Ron was an Olympic coach in the 1980's. He has coached many schools, from high schools to colleges. He also rowed when in school. He is a wonderful coach, whom we respect and who knows what he is doing.

I feel that many members of the team, from last year and this future one, will continue with crew throughout their educational years.

I would like to end by making sure everyone understands that crew is not a goof-off sport. We are dedicated to the water. There are times, as in any sport, when the team feels down, but we push ourselves to do the best we can do.



## Second to One

By Jenn Skeffington, I  
Contributor Writer

What a season! The boys' varsity hockey team finished off the season tied for second place. It had been speculated that with the loss of last year's seniors, the team would face a devastating season, but instead the team used their underdog status to pull together for an exciting year. The first game of the tournament was against Cambridge Ringe & Latin. BLS decimated CRL 6-0 with four goals scored by Rick Belmonte, one by James Slotnick, and the other by Pat Byrne.

On Wednesday March 4th at UMass, the Wolfpack, in front of a massive crowd, pulled off one of the greatest victories in BLS hockey history. Playing against Franklin, who was the second seed, BLS was not expected to win. The Wolfpack came out to a flying start, when junior Ryan "Clutch" Sweeney scored 14 minutes into the game off a pass from "Booming" Brian Norton. After two periods of "rough and tough" hockey, the score was tied at 2 after the second goal was made by freshman Brian "Olives" Carthas. The team's spirit was highly due to the energy and excitement generated by the crowd. The third period began with great hustle from senior captains James "Slappy" Slotnick and Chris "Ir.sane" Swain, who made an immediate impact

with their forechecking. The crowd was quieted, however, when Franklin scored with six minutes to play, bringing the score to 3-2. There was no need to worry because, less than two minutes later, the duo of Ryan "Clutch" Sweeney and Jon "MVP" Kearns helped to tie the score at 3. Jon Kearns sent an incredible pass to a wide open Sweeney, who slammed it home for his second goal of the night. This sent the game into sudden death overtime with the team and their season riding on the shoulders of sophomore goalie, John Calaconis, who had over 25 saves that night. As the Wolfpack's legs were tiring, freshman Joey "Red Hot" Coffee scored an unbelievable game winning goal off a nice feed from Carthas with only 26 seconds left on the clock. The goal resulted in a massive display of pile-ups and a good luck flag being paraded around the ice in a display of triumph. The crowd also went wild as this goal sent the team into the semi-finals of the South Sectional.

In the semi-final game against Canton, the Wolfpack didn't have the endurance to advance to the finals. Congratulations to the team for a great year. The team would like to say "Thanks" and "Good luck" to the senior captains for their inspiration and leadership. As far as next year goes, BLS should be the team to watch.

The *Argo* is still accepting applications for editorial positions for the 1998-1999 school year. All applications are due on Monday, April 13th, 1998.



## Play Ball!

By Allison Gunther, I  
Contributing Writer

When the varsity girls' softball team made it to the state tournament two years ago, it was an amazing accomplishment. With an even .500 record of 9-9, the softball team went into the postseason for the first time in approximately twenty years. Last year, the girls improved their record to 10-7 and earned yet another trip to the state tournament. With the departure of only three seniors from last year's team, they are looking forward to a winning season this year, with hopes of gaining the Dual County League title.

Despite the seven losses, last year was a good season.

Five of those losses had been decided within just two points. The DCL has provided the team with heavy competition, particularly from Westford Academy and Bedford. This year, the team will approach these two competitors and all others with wisdom and a desire to win.

Led by Mr. Leo Casey and assistant coach Marianna Todesco, the team is experienced and talented. It is comprised of eight seniors, five in their third year on Varsity and three in their second year on Varsity. There are also three juniors who add to the depth of the team. One of the reasons that this season looks to be successful is that the team is almost an exact replica of the Junior Varsity teams from 1994 and 1995, which completed their seasons with only two losses.

This year's battery will most likely be made up of senior Julie Hauck on the mound and junior Amy Erlandson behind the plate. Both bring talent and strength to the game. Although there are others who can fill their positions should the need arise, these two will provide a

sturdy backbone for the team.

Other third year veterans include seniors Suzanne Coyne, Molly Dunford, Allison Gunther, and Aliessa Rautenberg. Dunford and Rautenberg, former all-stars, share with the team their skill and motivation from their respective positions at shortstop and outfield. While Coyne shines as a headstrong outfielder with a keen eye, Gunther brings versatility to the infield and looks for personal success at the plate.

Melissa Farrell, Jennifer Mills, and Kelly Penney are the other seniors who make up the roster. In their second year, all three are essential members of the team. Farrell is swift on the bases and

talented in the field. Mills shows ruthlessness towards the opposing teams whether she is playing in the outfield or as back-up catcher. Outfielder Penney, although quiet in demeanor, has an aggressive athletic spirit that benefits the team whenever she is at bat or in the field. Junior first-baseman and back-up pitcher Alison

Allukian is also a former all-star. She combines good fielding skills with an ability to excel at the plate. Although junior outfielder Rachel Cotton is currently on the injured list, she will hopefully be able to return before the season ends.

When the season opens on the first of April, it will be no joke. These girls are ready to play. They have years of experience behind them and much success ahead of them. Although there may be a few additions to the roster to compensate for the losses, the veterans are fired up for a victorious season. All-around talent, dedication, determination, teamwork, experience, camaraderie, and a desire to succeed combine to make this year's softball team a great one.

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*All-around talent, dedication, determination, teamwork, experience, camaraderie, and a desire to succeed combine to make this year's softball team a great one*

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## Victory Again

By Mary Ellen Bingham, III  
Contributing Writer

It's becoming a habit. On Saturday, February 14th, the Girls' Indoor Track Team took a victory for the third year in a row, after winning the DCL Championship Meet! The girls pulled through with a tremendous team effort to defeat their rivals of Weston, as well as the rest of the DCL teams.

The Wolfpack took over the 55m Dash with a 1st place finish by junior Monique Tubbs, and a 2nd place run by freshman Aisha Cort. Both, Tubbs and Cort participated in the 2nd place 4x200 relay, along with sophomore Stephanie Johnson and eighth grader Tashika Folkes.

Another big event for the girls was the 600 in which they earned 1st and 2nd by freshman Tam Pham, and sophomore Maryanne Porter, respectively. Pham and Porter also ran the 4x400 relay with junior Kim Roche and sophomore Mary Ellen Bingham. The relay took 2nd place and Roche and Bingham also contributed points in the 300; both ran personal best times.

Senior Lauren Demore gave two unbelievable performances, despite the injuries which she had been battling all season. She placed 2nd in both the 55m hurdles and the high jump. Accompanying Demore in her events were freshman Erin Burke in the high jump and senior Beth Antoniazzi in the hurdles. Both, Beth and Erin helped the team in achieving their victory.

The 4x800 relay, consisting of Aliessa Rautenberg; Shana Gearty, Dee Owolewa, and Bridget Coneely, ran a great race, gaining 5th place points for the team. Gearty and Rautenberg also contributed in the 2 Mile and the shot put, respectively. Another contributor in the shot put was senior Allison Gunther.

The girls' victory was a real team effort and a great way to end the season. They credit their victory to hard work, dedication, and their lucky charm, the "Naner in a Midden!"

## Sprinting in the Spring

By James Lane, I  
Contributing Writer

As we rush to change into our running clothes, someone shouts that we had better grab a hat. This is New England, after all, and our outdoor track practice may start on a sunny day but end on a windy note.

We all "jog" over to the Fens where the team meets to warm up with two laps around the track. Coaches DeRocha and Pritchard arrive as we gather to find out what our work-out will be for the day. If it's a speed work-out then we'll be staying at the track but if it's a distance run then we will be going to a number of places. The sprinters would do their run over at the reflecting pool while the distance runners would go to Jamaica Pond, along the Charles River to the B.U. Bridge, Mass Ave. bridge or towards Harvard. Coach DeRocha and Pritchard don't like to dilly-dally so most practices are quick and to the point, ending around four or four-fifteen everyday.

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*Track is one of the best ways for a new student to meet people and make friendships that last all six years at Latin*

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There are a number of events that anyone could train for, so the coaches have to have different work-outs for each group of events. The distance runners, who run between 400 meters - 2 miles, usually do longer workouts than everyone else. For example, if it's speed, distance runners do longer "sprints" and if it's distance then they go further. The sprinters, between 50 - 400 meters, do shorter distances but their speed work-outs are extremely fast, fast, fast. The track team also has hurdlers and field events members. While hurdlers get to practice their form, they also do speed and distance work-outs. Our field events members are strong, so they get to lift weights sometimes or practice their event for a work-out. The coaches are very good at figuring out a work-out for each category of athletes on the team which isn't an easy task.

The outdoor season schedule stretches from March 23 to June 12-13 (for the lucky ones). Our first meet is the DCL relays, which is April 11. Most of the meets from then on are either on a Saturday morning or a Tuesday afternoon. Sorry to say, but all of our meets are away.

Track is one of the best ways for a new student to meet people and make friendships that last all six years at Latin. The BLS track team is like a second family. Both the coaches and kids are great people to be on a team with. The older, veteran runners are always ready to encourage their younger teammates. Track has been a great experience for me. It has helped me develop more than just physical endurance. Being a member of the BLS track program has taught me that we do not have to endure life's ups and downs alone. When we are part of a team, we gain strength and develop a competitive spirit through encouraging words from each other.

## No Longer A Laughing Matter

By Samuel Graham-Felsen, II  
Staff Writer

Boston Latin boys' varsity tennis is making quite a racket. It's about time.

This year, senior Dan Restuccia is expected to lead the team to post-season glory. Well, maybe. Nevertheless, for Dan, who entered the team as a sixie, the team has come a long way. Five years ago, the BLS tennis team was the doormat of the DCL. They went 0-16, and followed that trend for four more years. That's 0-64 in four years. That's horrible. Dubbed the "Latin Losers", the Wolfpack resembled more of a Chihwawa Pack. They were a laughing stock, and after four winless seasons, they were fed up. They decided that the next year that the next year would be different. They would do anything to change. And so, BLAST, the Boston Latin Tennis Association (yeah, I know, the acronym doesn't work. Yell at Sam Glickman's father) was created. Raising money through various fund-raisers, and running practices through the entire off-season, BLS was determined the defy the winless streak.

And last year, it happened. In an

unbelievable occurrence, BLS won 6 games, more than the last 6 years combined. Battling in the ultra-tough (and ultra-rich) Dual County League, the Pack proved that they were no longer a laughing matter. In addition, they took several non-league wins, including a 5-0 blow-out of Hanover.

This year, the goals and expectations have risen. This team wants a stab at the tournament. And they just might get it. Led by the "Italian Stallion" and "Warm-Up King" Dan Restuccia, BLS is looking very strong in the pre-season. Dan, who learned to play at Dorchester's Sportsman's Tennis Club, has been captain for three years, and is a sure-fire success. Also leading the Pack is Junior Rob Willison, the team prankster. Also a Sportsman's alum, Rob had played on Varsity for 5 years, and will play second singles. In a rotation for the third singles and first doubles positions are seniors Joe Finelli and Dan Welch, the "Street Ballers," and the feisty sophomore Dave Bryson. A lock in the first doubles position is the gargantuan Aaron McCormick, a fiery dominator who received an honorable mention award in the DCL last year. Rounding up the team are pseudo-Ma-

fioso "Italian Force," Alexi Nowell, and strong J.V. reserves Jeremy Jackson and Olu Osinubi.

The team is coached by the charismatic Bill Kates, a dedicated coach with the looks of Rick Pitino, and the fire of Bill Parcells. Or is it the other way around?

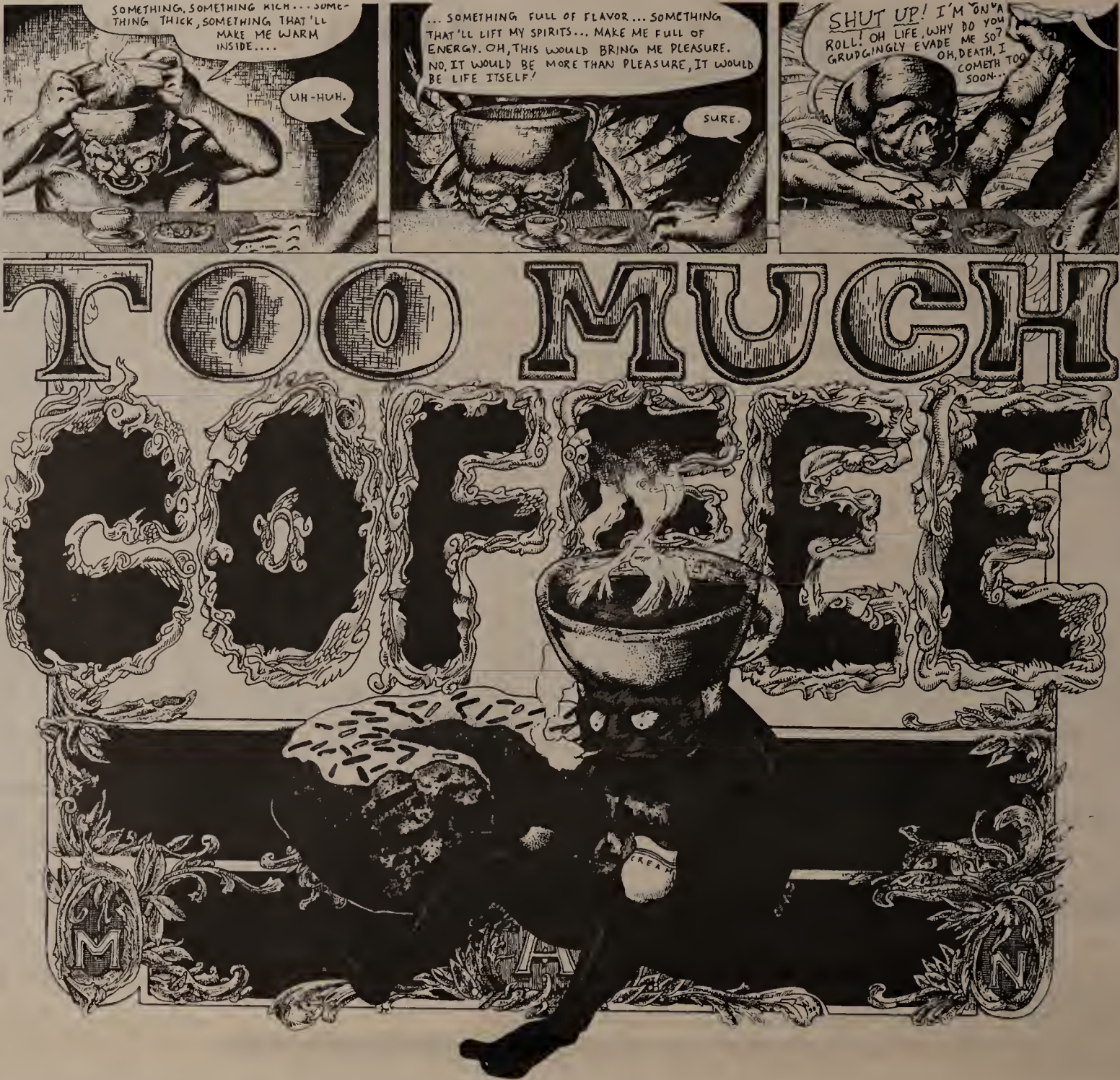
The Pack is looking for an influx of fan support this year. In the past five years, a record 1 fan has come to the games—it was Joe Finelli's mother. Nonetheless, these warriors are expecting a constant entourage of groupies and ardent supporters.

It should be a fun year. The team is very close knit. Many players have been together on the team for 5 years, and the Pack truly feels like a family. In addition to being superb athletes, every upper-classman is a scholar too. Each one of them is a current member of the Nation Honor Society. Oops, except for Rob Willison. Sorry pal.

And so, these rugged scrappers being the season with high hopes and heavy preparation. The lone tennis team in the entire Boston Public School system, the Wolfpack is not only playing for the pride of Latin, but for the pride of Boston.



From the desk of Ryan Montoya, IV. . .



Coming  
Next  
Issue. . .

- Senior Section
  - Senior Reflections
  - Senior Poll
  - More Senior
  - Spotlights
  - Words from the Valedictorian and Salutatorian
  - The Next Step. . .
- Close-Up Washington
- Technology Committee Update
- Drama Club's *Trial of God*
- Sports Wrap-up
- and much, much more . . .

Congratulations. . .

to Boston Public School's Regional Science Fair Winners

Senior Division

Science Center Award for Chemistry: Peter Eacmen

First Place Awards: Alexandra French, Peter Eacmen

Second Place Awards: Seth Hardy, Jesse Barnes, Lynn Huynh

Third Place Awards: Diana Buda, Videna Toussaint

Honorable Mention Award: Nina Smolyar

Junior Division

First Place Awards: Miles Donath-Diaz, John Moore

Second Place Award: Robert Timmerman

Third Place Awards: Jenna Meade, Kara Higgins, Anna Goodkind

Honorable Mention Awards: Stephen Dewey, Rebecca Greening

to the Finalists of the 1998 American High School Math Exam: **Yu Heng Ruan (I)**, **Raymond Wu (II)**, **Bo Wang (II)**, **Edwina Tom (I)**, **Jesse Barnes (I)**, **Si Wong (II)**, **Matthew Gillooly (III)**, **Jennifer Wortman (I)**, **Edward O'Connor (I)**, and **Amy Wong (I)**.

to the Debate Team

**Andrea Haney** finished 2nd qualifying for Nationals in Congressional Debate. **Berly Cordero** and **Brittonie Fletcher** qualified for the State Championships.

to the BLS Mock Trial Team for completing another successful season by defeating Brookline High School 93-90.

to Coach Campbell and the Girls Varsity Hockey Team who are the Division II E. Mass Champions. The following players were selected All-League: **Catherine Norton**, **Erica Keough**, **Jessica Price**, **Helen McCarthy**.

to Coach Coleman and the Boys Varsity Hockey Team for a fine season and a great run in the play-offs The overtime win against Franklin was a great victory!

to Girls Varsity Basketball Team for a great season and a nice run in the State Tournament.

to Do Something for receiving a grant from the Nationwide Do-something organization.

to **Matthew Gillooly (III)**, **Seth Hardy (I)**, **Ed Hom (I)**, and **Steven Wang (II)** for winning a 3rd Place trophy at the 13th Annual Providence College Computer Programming Competition. These talented students competed against 27 public and private schools from Connecticut, Massachusetts, New York, and Rhode Island.

to **Elizabeth "Monique" Tubbs** for winning the 55 yard dash in the New England meet and placing 5th in the National Track and Field Championship.

to **Keith Dixon** who made it to the Nationals Wrestling Finals. Keith has gone further than any wrestler in BLS's history!





# Boston Latin School ARGO

Volume XXVII  
Issue 6  
June 1998

28 pages

78 Avenue Louis Pasteur • Boston, Massachusetts

Free

## Congratulations to the Class of 1998!



*Special Graduation Issue:  
Venimus, Vidimus, Vicimus!*



# Editor's Note

By Feng Yuan Xu, II  
Assistant Editor

As another school year comes to an end, those of us who are not yet graduating find ourselves another one hundred eighty days closer to our own graduation. For me, the transition from being a junior to a senior also means assuming the role of Editor-in-Chief. This past year has prepared me well for the position I am about to undertake and I have the knowledge and experience to lead the *Argo* into its twenty-eighth year.

My first contact with the *Argo* occurred five years ago in homeroom. When I opened the pages of my first *Argo*, I was impressed that high school students were able to put together such an informative and student-oriented publication. Later, my interest in the *Argo*

grew and I started to write articles and help with the production of the paper. While working as Assistant Editor this past year, I have learned about all the behind-the-scenes work that goes into producing a high school newspaper. I have experienced trying to make pressing deadlines, eating pizza dinners late nights outside the Mac Lab, and hearing the positive and negative feedback from students once an issue is distributed. However, despite all the hard work and frustration I faced, hearing one student telling me about an interesting article he has read is enough to reassure me that my hard work was not in vain and enough to motivate me to start work on another issue.

I gained most of my *Argo* knowledge from this year's senior editors. I thank them for teaching me all

about headlines, bylines, and deadlines. It's been a pleasure to work with them and I could not have survived the *Argo* or junior year without their invaluable advice. I wish all of our graduates the best of luck in college and beyond.

The 1998-1999 *Argo* editorial board has already been put together and consists of some of Boston Latin School's finest writers, artists, photographers, layout technicians, webmasters, and business managers. I congratulate all the selected editors and look forward to working with them next year to bring *Argo* into its best year ever. I also encourage any student interested in working for the *Argo* to attend our staff meeting next September. But for now, relax and enjoy the much deserved summer vacation.

*If you would like to join the Argo in the fall, please email your full name, next year's homeroom number, and what you would like to do for the Argo to bls\_argo@juno.com or bls\_argo@yahoo.com*

## Correction

The *Argo* would like to take this space to apologize for a mistake that was made in a news article on page two of the last issue, due to an error on the part of the typing staff. In the article written by Ronaldo Rauseo-Ricupero entitled "Elect Latin?" a quotation which was given in support of Ms. Woodward by Ms. Michele Conteh-LePietre (031) in the seventh paragraph was mistakenly attributed to Ms. Juanita Ponte (117). We apologize for the confusion.

Boston Latin School

## Argo

Founded in 1970

1997 New England Scholastic Press Association Superior Achievement Award

1997 Suffolk University High School Journalism Competition Honorable Mention for Editorial Writing

1996 New England Scholastic Press Association Superior Achievement Award

1996 Suffolk University High School Journalism Competition 3rd Place

1st Place Winner of 1994 New England Scholastic Press Association Competition

The *Argo* is a school-affiliated publication produced monthly by the students of Boston Latin School. It serves as a forum for the free exchange of news and ideas in the community of students, faculty, parents, and alumni. The expressions, suggestions, and contributions of all readers are encouraged through letters to the editor. The *Argo* reserves the right to edit letters for length and clarity.

The *Argo* is produced as an extracurricular activity. All typography and layout are done entirely by students using Macintosh computers running Microsoft Word and Aldus PageMaker. The *Argo* is printed by Saltus Press in Worcester.

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Editor-in-Chief:	Edwina Tom, I
Assistant Editor:	Feng Yuan Xu, II
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William Young
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Mr. Aversa
Mr. Power
Mr. Haberstroh
Ms. Kelley



# News

## MCAS Exams

By Amelie Baker, III  
Staff Writer

Students have been bombarded with a new fleet of standardized tests, which are being used by the state to re-examine the education system. They are called the Massachusetts Comprehensive Assessment System (MCAS) exams. The tests consist of material that should be known by students; the standards are set by the state. The problems with the tests range from inaccurate expectations to subjective analysis of the results.

The MCAS tests are being given to every 4th, 8th, and 10th grader in the state. The tests consist of four sections: English, Math, Science and History. The subjects of the tests vary from what has been taught to what the state thinks should have been already taught to material that even the people who created the test don't know about. There has been continued debate surrounding why the tests are being given and whether they are necessary.

The MCAS exams are a comprehensive guide to everything the students of this state do not know. They are supplying the teachers with an onslaught of organization, best illustrated by the hours of work—even on Saturdays—Mr. Power put into compiling the test materials. The students taking the tests have been missing an outrageous amount of classes and have been doing monotonous work until their eyes are sore. One fault of the tests is unclear directions, resulting in huge variations in answers on questions relating to obscure material. People have been grumbling about the MCAS exams, and students lost interest after about the fifth test. Does the Department of Education (DOE) deserve to lose all legitimacy, or is there a purpose to the hours in the cafeteria?

The MCAS exams have positive characteristics which outweigh the complications. The complaints about how education is viewed in the United States have been rising to a boiling point, with test scores lagging behind most countries in the world. To gain a full understanding of what needs to be done, tests like these are administered to provide insight into the abilities of students. Tests which decide whether a student advances in his education or not are used in many countries, such as France. The tests have a surprising amount of well-chosen literary selections and in-depth analytical questions. The reviewing of poems by Robert Frost and other representatives of our culture is not found on other standardized tests. The open-ended questions reveal an intelligent way of creating an extensive inquiry into learning. The math section reviewed material from every year in the curriculum at Boston Latin, and the level of difficulty will show why we are failing

in this subject compared to other countries. The science and history sections were of questionable importance to many of the students who had not taken one or the other, but in the near future the state will require all students to have taken these courses.

The importance of the MCAS exams is not immediate and a little too subtle for many of the students. Those individuals more concerned with the test which will get them into college, and those individuals who think standardized tests are ridiculous, are going to find that the impression left by this test will create change. The most noticeable effect of the MCAS is that United States History may be required in the 7th grade, science may be a mandatory course every year, and with the new additions changes may occur within the language departments, including Latin. To be well-prepared for

these tests has become the main goal. The tests deserve the honor of figuring out our performance because it is about as objective as a standardized test can be. The problem with multiple choice tests is that they do

not create a fair picture of all students; there are some who are better at standardized tests than others. The problem with grades is that the teaching and grading methods of each teacher vary, and consequently are subjective to an extreme. The MCAS exams provide a combination of both the creative efforts of students and their knowledge of the tools which are essential to succeeding.

The ability to identify why students are doing poorly is truly the only way to understand the weaknesses in the way people are taught. Not only were the students receiving a guide to the material that the world will require of them, but also the DOE can now adjust the curriculum to help students. The tests are not perfect and this is the first year they have been given, but changes to the tests will be made. Sometime in the near future, these tests will decide whether or not students graduate from each level of their education. The drastic changes to graduation requirements and instructional programs will be influenced by what the MCAS shows.

The MCAS exams are not here to waste time; they are the key to understanding our weaknesses and strong suits as a united community of people who care about education. They deliver a challenge to students to prove why we deserve to be known as leaders of the 21st century. Boston Latin School should receive the highest scores on the Math and English (at least the parts which we have studied extensively). This test will hopefully result in a better compromise between the classic education which makes Latin special and the modern education which the state is requesting.

## Golden Apple Award Winner



Mr. Aversa

By Lucy T. Shum, II  
Editorial Board Associate

Do you know this teacher? Probably. . . but in case you don't, he is Mr. Aversa. He teaches English in the Connections program, as well as Humanities to juniors and seniors. So, what's outstanding about him? Well, he won the 1998 Golden Apple Award! This is an honorable recognition awarded annually to 15 teachers in the Boston Public School system. They are nominated by parents, based on the teachers' genuine demonstration of teaching skills in the classroom and their close interaction with their students. A silver apple pin with a golden leaf is presented to each of them. Although this is not actually a million dollar prize, to the teacher, it is worth as much.

When Mr. Aversa learned about this nomination, he knew that he had become the teacher he wanted to be: one who helps and understands students. Also, he knew that parents were aware of his care for their children, which is important to him. This has been a goal of his since childhood because he had terrible teachers. Therefore, he decided

to become a teacher to make a difference in the teaching field and to provide a better education than he had, as well as to guide his students' lives.

Mr. Aversa started his career twenty nine years ago as an English teacher at the Woodrow Wilson Middle School. Then, for a change, he transferred to Taft Middle School to teach computer. Finally, seven years ago, he began teaching at Boston Latin School, first in computer and later changing back to English. As a teacher, his main concern is being able to relate to his students. This is number one on his list, even more important than the subjects he teaches!

Having taught for so long, Mr. Aversa has had many fulfilling experiences. One of his most memorable times (this happened before any student here was born!) was when he taught English Industrial Arts in a Home Economics class to students who planned on working right after graduating high school. Instead of focusing on grammar, he taught them how to deal with everyday life, such as writing checks and reading instruction manuals.

Aside from teaching, Mr. Aversa is an advisor to the following afterschool activities: Dungeons and Dragons, MassPEP, Badminton Club, Double Take, and National Honor Society. In addition, he is always there to help the *Argo* in the Mac Lab during its final week of production. This speaks for itself of how attached he is to students!

Mr. Aversa, you have done a great job! You have made a big difference in the lives of many eighth graders, and truly deserve this award. Congratulations!

## Sheldon Seevak Scholarship Awards

By Kristen Armandt, I  
& Kim Dang, I  
Contributing Writers

Mr. Sheldon Seevak, an alumnus of this school, is sponsoring a scholarship for the first time this year. The Facing History and Ourselves course, which is in its second year at BLS, is funded solely by Mr. Seevak. Realizing the need to educate youth and adults as well, Mr. Seevak decided to start a scholarship that would highlight some of the exceptional people that have contributed to society.

The idea behind the scholarship is that a team finds one person or group that has made a difference in the world and create a web page for them. Combining multimedia and intense research, the scholarship is aimed at raising awareness in the school and the community of humanitarians that have had positive impacts on society. The project requires that students develop a

web page that will eventually be linked to the BLS web page.

There are many resources available to students who choose to undertake this task. The Mac Lab, PC Labs and library are open to the participants of this project at all times. In addition, faculty and technology advisors give assistance to students on a weekly basis.

The scholarship is awarded on Prize Night to the seniors who have won. If it is a sophomore or junior who has won first prize, they will receive the prize in their senior year. Teams are limited to three students per group and the first prize is \$1,000 per person, second is \$500, and third is \$250.

We encourage everyone to try it because it really is a fun way to teach others about issues that matter to you. Because this is a yearly prize, it is too late to start for this year, but next year there will be more announcements so keep your eyes and ears open!



Changes at Latin

New Schedule for 1998-1999

By Amelie Baker, III  
Staff Writer

Boston Latin School has been constantly changing for the past twenty years or so. We have not had the same schedule in four years and recent lawsuits have changed our admissions policy. The agency that affects what occurs at Boston Latin is the Department of Education (DOE), which creates the laws that apply to all of the schools in Massachusetts; the teachers, who are unified by the Boston Teachers Union (BTU); the School Site Council, which is a forum made up of administration, teachers, students, parents, alumni, and Headmaster Contompasis. The necessary adjustments made to Latin School must be agreed upon by all of these institutions and fit the restraints of the budget.

The most important alterations being made are the balancing of new state requirements within the curriculum and its affect on our schedule. The state has said that students need to have 330 minutes of instructional time each day, resulting in this year's three minutes between classes and five minutes added to the end of the school day. To adhere to the state requirements, the present schedule was instituted with a sixty-minute first period. The problem is that this conflicted with the teachers' contract, which decrees that

teachers only have to spend forty-eight minutes instructing in each period.

The DOE has decided that to properly prepare students for the Massachusetts Comprehensive Assessment System (MCAS), science and history must be integrated into the school program before each test is taken in the fourth, eighth, and tenth grade. Complying with this created some friction. There was the option of eliminating any course offered today that is not required, but the result would have a drastic effect on the language departments. Modern language may only be required for two years and there was the possibility that Latin would have been eliminated altogether; these two extremes are not favored by any of the management, and the student body has expressed an opposition to losing these things which make Latin School unique.

The most important goal mandated was the success and well-being of the students. This idealistic aim was planned out in the Boston Public Schools/ Boston Teachers Union High School Restructuring Task Force report with such ideas as "setting high expectations" and having "adults know their students well." To have these things come into play, a compromise had to be reached on every issue, insuring that the students and teachers are satisfied.

On June 2nd, a new schedule for the 1998-1999 school year was passed by a vote of 2/3 of the faculty. The new schedule lengthens the morning homeroom period to 7 minutes and lengthens filing time to 4 minutes. It also provides for an average teaching day less than the contractual 240 minute limit, although some days would be over that limit by 3 to 4 minutes.

The Head Master guarantees that every member of the BTU bargaining unit will have at least 7 P&D (Planning & Developing) periods in the 6-day cycle including at least one 1st period P&D.

It is possible to have 243 minutes teaching time on 4 of the 6 days under this schedule, but on the other days there will be no more than 228 minutes of teaching time with an average of 238 minutes which is less than required by contract, and the P&D time will be more than contract requirement by at least 42 minutes per 5-day week. R5 averages 47.67 minutes, since classes rotate over the year through L1 (49 minute class), L2 (45 minute class) and L3 (49 minute class). Thus, the 243 minute maximum is an average between 240 and 244. Any future acceptance of this schedule or any other which is not a 7-period schedule with a maximum 48 minute period will require a 2/3 vote of the faculty. It is anticipated that as the program needs change, it may

also become necessary to change the schedule.

This new schedule is for the 1998-1999 school year only.

MASTERS REPORT	7:35
HOMEROOM	7:45- 7:52
RI	7:56- 8:56
R2	9:00- 9:45
R3	9:49-10:34
R4	10:38-11:23
L 1	11:23-11:43
R5A	11:47-12:36
R5B	11:27-11:50
L2	11:50-12:10
R5B	12:14-12:36
R5C	11:27-12:16
L3	12:16-12:36
R6	12:40- 1:25
R7	1:29- 2:14
DISMISSAL	2:14
Final Vote:	
88 approved the schedule	
26 did not approve the schedule	
1 abstained from voting	

Malcolm Flynn  
BLS School Site Council Clerk

Admissions Policy Upheld

Mayor's Youth Line

By William Young, II  
Staff Writer

On May 28, a ruling was finally made in the Sarah Wessman case by US District Court Chief Joseph L. Tauro. He upheld the Constitutional merit of the admissions policy at Boston's three exam schools: Boston Latin School, Boston Latin Academy, and the John D. O'Bryant School of Mathematics and Science.

The system is currently split—half strictly merit-based and half based in part on race. The first half of the class is admitted purely on a combination of the applicants' exam scores and their grade point averages. The rest of the class is selected in proportion to the racial make-up of the top half of all applicants. For example, if 200 students are to be admitted to the ninth grade, 100 are invited solely on their scores. If 20 percent of the top half of applicants are Hispanic, then 20 percent of the second half of the invitations are awarded to Hispanic students.

"The decision agreed with the school committee's opinion that diversity in the classroom is a compelling municipal interest, needed to remedy the lingering effects of segregation," said Headmaster Michael Contompasis.

In his decision, Judge Tauro proclaimed that the current system is "not just another paternalistic affirmative action program." To the contrary he wrote, the policy's goal "is the achievement of academic excellence."

"Diversity can be an important factor contributing to students' intellectual and moral development, thereby preparing them to survive in a pluralistic society," he wrote. "Moreover, it is apparent that all too often, teachers harbor lower expectations of black and Hispanic students." Therefore, there is a "compelling need" for an admissions policy that

seeks to rectify these problems.

The case is the second suit by Wessman's attorney, Michael McLaughlin, over the race-based admissions policy. The first suit came in 1995, when McLaughlin brought his daughter Julia's case to the US District Court's Judge Arthur Garrity, asserting that she had scored higher on the entrance exam then over one hundred admitted minority students. During the case Judge Garrity admitted Julia McLaughlin to Boston Latin. Garrity dismissed the lawsuit after the school department said it would abandon the quota system in late 1996. The school department then passed the current admissions policy. Now Michael McLaughlin is suing again.

McLaughlin had said that in a public school it is unconstitutional to make policies that are based on race, and that Ms. Sarah Wessman, who scored better than several minority students, should not be denied a place at Boston Latin. Judge Tauro ruled against him, saying that the public schools have a "unique" obligation to prepare students "to succeed. . . in a diverse society."

"More than any other public institution, the public secondary schools awaken our children to cultural values and practices of civility that lead to tolerance and understanding of divergent political, religious, and social convictions," the Judge wrote.

While the mayor and the school board were pleased at the ruling, others were not. Michael Alves, a Brown University professor familiar with the situation, summarized the problem. "This is not about minority kids who are not qualified. So one kid scored a few points better than some minority kid. The real tragedy is that kids were turned away. . . The answer is to make another Boston Latin. Make a dozen more."

By Lisa DeBenedictis, III  
Business Manager

The idea of a way to somehow reach out to Boston's youth was originally introduced in 1995. The idea originated from the mayor, other principle members of city government, and members of the Mayor's Youth Council. In 1996 the plan took form—all of the details were worked out and the organizing was done for the official opening of the Mayor's Youth Line in 1997.

Since its opening, the Mayor's Youth Line has grown more and more popular among teens. The advertising through the Boston Public Schools has furthered this cause greatly. The functions of the line cover a broad area of topics.

Now, before the start of summer, many teens and college students returning home have been regularly calling for information regarding summer jobs. The Youth Line offers referrals as well as helpful suggestions. Some of the jobs that are found are with city government agencies, while others are with organizations and programs which call the line looking for workers. The Mayor's Youth Line also offers information concerning summer day camps for younger children.

But the Mayor's Youth Line is not just about finding a job. It is also about ways for youth to get involved with the city and individual communities. Once summer is over, they receive calls primarily about after-school programs, sports

programs in Boston, and ways to take part in neighborhood activities (they still receive calls about jobs, too). Any one can call the Mayor's Youth Line to find information on various topics—even about current events going on in the city.

Unlike other such programs, the Mayor's Youth Line is easily accessible. It is open seven days a week year round (with the exception of major holidays—even they need a break too) at 635-2240. The lines are open when students have a better opportunity to actually call—from 2:00 to 10:00 P.M. Staff members are always ready to help, and if they don't have the information you are looking for, they can get it for you. In fact, they are "the only agency which has a trained youth staff which is prepared to answer crisis calls as well as referrals," says Jazz, the head supervisor of the Mayor's Youth Line. It seems fitting that the line, which was formed by youth and helps youth, would be staffed by youth. Most of the workers are from the Mayor's Youth Council, which played a major role in the development of the Mayor's Youth Line.

Some students here at BLS are on the Mayor's Youth Council and are also employees for the Mayor's Youth Line. Katy Pierce, a junior at Latin, is one of them; she has been working there since February and considers it to be a good experience. "It is an important service because it covers a variety of topics, and we can assist people in many different ways. . . and it's fun too!"

...the Mayor's Youth Line is not just about finding a job. It is also about ways for youth to get involved with the city and individual communities



## Fed Challenge

By Vivian Lam, I  
Copy Editor

Five students from Mr. Barnor's senior economics classes have already been rewarded handsomely for taking what they learned from his valuable class and applying it to real life economic problems. The Fed Challenge, an annual high school competition hosted by the Federal Reserve Bank of Boston, open to high schools in the New England Area, is a contest in which economics students analyze the current United States economy and present their findings in an interactive discussion. After all the groups have presented their suggestions to a panel of judges who serve as economic analysts, they undergo a question and answer session from the judges before the winners of the Fed Challenge are announced.

Beth Antoniazzi, Jason Burns, Jonas Campos, James Flinn and Jennifer Skeffington were the five students representing Boston Latin for the Fed Challenge. Aided by economic advisors Vivian Lam, Mazinho Palencia, and Yuheng Ruan, who researched economic indicators for the Fed Challenge, guided by outside consultants Elisa Grossman and Sean Love, and led by economics teacher Mr. Barnor, the Boston Latin delegation

won the Boston Area High School Competition and made it to the Regional Competition. After participating in the Regionals, the five students from BLS were awarded \$1,000 each from Citibank and BLS also received \$5,000. Clearly, these students have grasped the economic concepts that they learned this year in class.

*economics has begun  
the shift from purely  
theoretical concepts  
to more hands-on,  
real-life economics  
and its applications*

Economics in BLS has come a long way. Once only offered as a regular senior elective, classes are now being offered as both regular and Advanced Placement classes. The Advanced Placement class offers a more challenging learning experience, sharpening analytical and critical thinking skills. Recently, aided by programs such as the Fed Challenge and

Junior Achievement (JA, as it is fondly referred to), economics has begun the shift from purely theoretical concepts to more hands-on, real-life economics and its applications. Junior Achievement, a program in which consultants from a variety of career and business fields come in once a week to "teach" an Economics class, allows students to interact and learn from experts in business-related fields. A recent project undertaken in Junior Achievement has been to make up your own pen-producing company and make business decisions based on cost, production, marketing, and other economic factors.

Besides the Fed Challenge and Junior Achievement, another economics project which utilizes hands on learning is the Export-Import Program, which has had students in the United States trading economic goods with high school students in the Czech Republic and Hungary for the past two years. Not many other classes offered at BLS allow as many outside learning opportunities and real-life applications as economics does. Gaining popularity in the last few years, both the regular and AP classes are being filled up to capacity every year. What other class would give you the chance to win \$1,000?

## Speeding Away Under the Sun

By Lisa Courtney, I &  
Nir Kronenberg, I  
Contributing Writers

Lately, while walking down the hallways of the third floor, you may have heard some strange noises coming from the physics lab. Take a look into the labs, and you would have seen students from either Ms. Montes' or Mr. Fernandez's physics classes hard at work on what looked like a pile of junk. The sounds of saws, drills, and the drummel tool could be heard. The more important sounds are the gasps you hear from partners waiting below, on the side yard, watching as lab partners drop these projects off the third floor windows. What is this controlled chaos, you ask? It is all in the name of solar car races.

For the past few years, these science teachers have tried to spark stu-

dent interest in science by having these solar car races. Each lab group needs to make a car out of what seems to be junk. Cardboard, tin cans, jar lids, and rubber bands are some of the most popular materials with which to build. These cars compete in races that can earn the winner an A for the term. Believe me, an A is well worth a good effort on these cars. Some people might even say building these cars is fun. (It all depends on your own distorted view of fun.) First term, students built cars to compete in solar speed, solar weight, battery speed and battery weight races. The speed races were to see whose car could travel the fastest using only the toy motor supplied by the science department. The weight races were to see how durable a car was. Could a car be made of such random materials, be under the pressure of several kilograms, and still move? Certainly. These exercises also showed

us velocity, acceleration and engineering in real life, instead of just in the physics book. We all saw just how nice an A would look on our report cards.

When we got the chance to start again from scratch, we were all eager to start. This race would be begin from the window of the third floor and end on the pavement outside. The car needed to be solar powered, and it had to be dropped out the window! These cars had to be durable and have a drop system that would keep it in one piece as it fell to the ground (demise for some cars). Some people used parachutes, while others used bumpers or just hoped the ground was soft where their car landed.

These projects demonstrated the rules of physics and taught us how to work together as a team. The only words of wisdom we have for future classes are to keep trying and don't give up!

## Pakistan Defends Itself

By Ernani DeAraujo, II  
Editorial Board Associate

Throughout the last half century, and up until the present, the nation of Pakistan, despite being buffeted virtually on all sides by hostile foreign powers and being torn by domestic turmoil, has persevered. A few weeks ago Pakistan received the most dangerous threat ever to its existence as a nation. Starting on May 11 and culminating on May 13, Pakistan's arch enemy, India, detonated a series of underground nuclear tests. In spite of pleas from the world, especially the U.S., to restrain itself from engaging in an arms race with India, Pakistani prime minister Shariff decided to defend his country by authorizing the testing of at least two nuclear devices on May 28.

By conducting its own tests, Pa-

kistan determined itself to not follow in the footsteps of previous nations which, despite being threatened by foreign powers, chose to acquiesce to U.S. pressure to not respond, in return for certain compensation. Take for example, the nation of Israel during the Gulf War.

In 1991, 39 Iraqi Scud missiles rained down upon tiny Israel. Immediately following, the U.S. pleaded with Israel to temporarily suspend its "eye for an eye" defense policy, thereby not retaliating, in order to not dissolve the Arab-U.N. war coalition. In return for its compliance, the U.S. awarded Israel several billions of dollars and expeditiously transported a number of Patriot missile batteries in order to thwart any future scud attacks.

Seven years later, however, the Clinton administration has withdrawn

support for Israel in the Middle East peace process; specifically over the issue of the West Bank. Consequently, Israel must now defend itself, by itself, since U.S. support has turned lukewarm.

In a parallel to the consequences of the Israeli-Iraqi confrontation in 1991—the U.S. offered to compensate Pakistan for not testing its own nuclear weapons. However, refusing to accept U.S. aid and the possibility of being abandoned by America in a future conflagration with India, Pakistan chose to defend itself.

Pakistan's decision may have made Asia a more dangerous place but it was a decision based upon a nation's best interests, considering the temerity of India and the apparent indifference of the West.

## 1998 Family Advocate of the Year

By Ronaldo Rauseo-Ricupero, III  
News Editor

The Argo wishes to congratulate Erin Hannon on being selected as the 1998 Family Advocate of the Year by the *Boston Parents' Paper*. She received this award in the Young Leaders category and was in the company of impressive organizations like the Crittenton Hastings House and the Citywide Parents' Council. This prestigious award was given to Erin primarily for the incredible amount of work that Erin has contributed to TeachBoston, the school-to-career program for students of diverse ethnic backgrounds. Erin has done substantial work with this organization, which is a sub-division of the Future Educators of America Club. She is the founder, and current president, of the Boston Latin School Chapter of TeachBoston, and has recruited over a dozen new committed members to join her cause. In addition to all this, Erin was also a Boston delegate to the 1997 FEA Conference in Washington, D.C.

Antonieta Imeno, the director of this program, shares the sentiment for Erin that most members of the BLS community feel: "She's a remarkable young woman. She has a lot of ideas and manages to execute some while involving others. We need more young women like Erin."

## Violence in Schools

By Kristen Armandt, I  
Staff Writer  
& Helen Wong, II  
Contributing Writer

A month ago students at Boston Latin School, the oldest public school in the nation, lived with the threat of violence. For weeks rumors circulated that a certain sophomore would be bombing Boston Latin on April 17, the last day before spring vacation for Boston Public Schools. According to the rumors, the student, holding a grudge against the school, had been suspended. It was also said that he had taken a supply of mercury from the school which would be used to make a bomb. Apparently, somewhere between seven and eleven pounds of mercury had been stolen from the school science lab, where it had been locked up for more than two decades waiting for disposal.

On Thursday, April 16, students were not allowed to stay after school unsupervised, and police dogs were brought in to sniff for explosives. Police cars were everywhere. The next day, but nearly half of the school's 2,500 students and many teachers stayed home. It was amazing to see how easy it was to disrupt the running of the school.

As it happened, "bomb day" passed without incident. But this episode, along with the recent school shootings in Pearl, Mississippi, West Paducah, Kentucky, Jonesboro, Arkansas, and Edinboro, Pennsylvania, got many students thinking about the whole subject of violence in schools, and what can be done about it.

Continued on page 24



# Washington Journalism Conference

By Edwina Tom, I  
Editor-in-Chief

This April, I had the wonderful opportunity to spend six days in our nation's capital, Washington, D.C., at the Washington Journalism Conference. Approximately 350 students from across the country (and one from New Zealand) met in Washington, D.C., to learn about the field of journalism, and how to write, edit, and publish a newspaper.

I arrived at Washington Dulles Airport. on Tuesday, April 14 at around 2 p.m. A few hours later, a bus took us to the campus of the National 4-H Center in Chevy Chase, Maryland where we stayed for five nights. Three hundred fifty students were divided into groups of about twenty-two students each. I was in the Zenger group. Three students were assigned to each room which had a single bed and a bunk bed. I didn't arrive early enough to get the single bed so I chose the bottom of the bunk bed. My roommates were Jamie Turner from Luray, Virginia, and Melissa Trauth from Beaumont, Texas. After dinner, the keynote speaker, Jonathan Karl, a CNN correspondent, spoke to us about the field of journalism.

We got up bright and early the next morning (as early as I usually get up for school) to visit the Vietnam Veterans Memorial. In the afternoon, the Zenger group visited the Washington, D.C. bureau of the *Boston Globe*. David Shribman, head of the Washington, D.C. bureau, explained that the bureau covers the latest news from the nation's capitol, keeping its readers up to date about any new legislation about which New England residents might be interested. He advised those who wanted to go into journalism to major in economics, English, and history but not in journalism. The day ended with a funny and entertaining performance by The Capitol Steps, a musical political satire troupe that mocks the latest news, controversial issues, and politicians in Washington, D.C.

On Thursday, we went to the Capitol Building and

listened to the Honorable Robert Walker, a former member of Congress, speak about his experience as a U.S. Representative from the floor of the House of Representatives. We went to meetings scheduled with our Senators and Congressmen. Unfortunately, Congress was not in session when we visited, so the students from Massachusetts (there were three of us in total) did not actually get to meet Senators Edward Kennedy and John Kerry; but instead, we met with an intern working in Kennedy's office and the press secretary for John Kerry. We also attended elective seminars on the different aspects of journalism for the second day in a row.



Friday morning, we had breakfast at the National Press Club with a panel of distinguished members of the press: Milton Jaques, James Carney of *Time Magazine*, Eleanor Clift of *Newsweek* and the *McLaughlin Group*, Ceci Connolly of the *Washington Post*, Michael Isikoff of *Newsweek*, and Morton Kondracke of *Roll Call*. Students had the opportunity to ask questions on controversial issues including underage smoking, journalism ethics, and reporting the events at the White House. After we went to the White House for a photo opportunity, we took the chartered bus to the Embassy of Denmark where we were introduced to the customs and culture of Denmark. At night, we toured

many of the memorials in Washington, D.C., including the Lincoln Memorial, the Jefferson Memorial, the Korean War Veterans Memorial, and the US Marine Corps Memorial. The participants were totally exhausted by the time we got back to the 4-H Center at around 11:30 pm.

The scheduled events for Saturday included a trip to the Newseum which is a museum especially for the press, media, and people who are interested in journalism. There were daily major newspapers from each state along one wall, and some students even had the chance to be a TV reporter. Next stop was the Arlington National Cemetery where we saw "the changing of the guard" at the tomb of the Unknown Soldier. Students had the rest of the afternoon to roam around Washington, D.C., visiting whichever sites they wished. I wanted to visit the Holocaust Museum but there was not enough time. My roommate Jamie, two other friends, and I ended up visiting the Smithsonian. I then walked to the Folger Shakespeare Library and a few other buildings. To end this conference, a Farewell Dance was held for all the students, and everyone had a blast.

I developed friendships with people with whom I had only been acquainted for six days. We gave each other lots of hugs, exchanged email addresses, and took group pictures at the very end. Today, we still keep in touch through email, online chatting, and even snail mail.

The cost of the Washington Journalism Conference was \$935 for tuition plus your own transportation to Washington, D.C.. I would like to thank Mr. Fred Markey and the BLS Foundation, Mr. William Hicks and the BLS Home and School Association, and Mr. Flynn for sponsoring me so generously. Once again, thank you all. I really appreciate it.

Attending the Washington Journalism Conference was a wonderful experience, and it gave me great insight into the field of journalism. The knowledge I gained from attending this conference will be used when I work for the *Harvard Crimson* and other literary publications next year.

## Close-Up Trip to Washington, D.C.

By James Duane, III  
& Sarah Kurpiel, III  
Contributing Writers

It all began at Logan Airport on March 15, 1998. Having assembled as a group, we checked our bags and boarded our plane. After touching down in D.C., we were taken by bus to our hotel in Silver Springs, Maryland. Upon our arrival, we and the groups from Dedham High and Milton Academy went through the check-in process with the Close-Up staff.

In addition to the Massachusetts schools, staying at our hotel were students from Alaska, Ohio, Michigan, Puerto Rico, and Tennessee. We roomed with one person from our school and a pair from another state. This offered the chance to spend time with and get to know people from another part of the country.

We barely had a chance to drop off our things in our rooms before our dinner. Soon after that we had our first workshop, which was also our first real chance to meet some of the other participants. Workshops are a very important part of the Close-Up program. We would have one every day for the duration of the trip. These workshops were equivalent to classroom sessions. They were headed by a Program Instructor, or P. I., a translator in some (for the benefit of the Puerto Rican students) and consisted of about twenty students from various locations. These daily workshops would consist of debates, small group exercises, discussions, and projects on topics varying from immigration to citizenship to newspaper headlines.

As you may expect, monument visits were a part of this program. We traveled, as we did everywhere, by bus, to the Lincoln, Jefferson, Vietnam, and Korean memorials.

Another frequent activity was attending seminars. These were keynote addresses from speakers in various fields of expertise. We heard from a speechwriter, a journalist, a law professor and a foreign affairs expert. These sessions usually consisted of a speech or introduction and a lengthy question and answer period.

One of these speakers was Victor Makgale, a South African exile. He only spoke to Bus #2 (REPRESENT!) at the South African embassy. He was one of the better speakers and had many interesting stories about his life, his exile, and his experiences.

Probably one of the most interesting and exciting

days of the trip was Capitol Hill day. On this day, participants met with Senators and Representatives from their respective states. The group from Latin School met with Representatives Joe Moakley and Joe Kennedy. Both Representatives were extremely friendly and receptive. They answered all of our questions and Representative Kennedy



even met with us in his office. Participants were also encouraged to sit in on a Congressional Committee meeting and one of the Houses in session. With the remainder of the day, we were free to explore the rest of Capitol Hill as we wished. Visiting the Supreme Court, Library of Congress, and the Shakespeare Library were all possibilities in addi-

tion to remaining in the Capitol itself.

Thursday evening was Theater Night. On that night some of us ate at Hard Rock Cafe, others at The Music City Roadhouse. After that we all met at Ford's Theater (the place where President Lincoln was assassinated) to see a performance of the musical, *Kudzu*. It was a fun night and an enjoyable performance.

Probably the best day of all, however, was Friday, which was Free Day. On this day we got to choose where and when we wanted to go for practically the whole day. Many people chose to go to the Holocaust Museum. Other popular places to go were Georgetown, the Pentagon Mall, the Smithsonian, and Arlington National Cemetery. We also had the option of visiting D.C. area colleges.

Later on that evening, after the final workshop, was the banquet. Although most of the group from BLS did not attend, the banquet was a nice gathering and a chance for different groups to make presentations. The reason that many of us from BLS weren't there was that we had the opportunity to go on a private tour of the West Wing of the White House, given by Latin graduate Dawn Smalls. This tour included many parts of the White House not seen on the normal tour, including the Oval Office, Cabinet meeting room, the Mess (dining hall), and the Press Room.

Later that night was the last official event—The Dance. This was a chance for everyone to have a great time and to say their final good-byes.

The Close-Up trip offered us a new look of Washington, off the beaten path. We saw many parts of neighborhoods and met many people that the average tourist doesn't get the chance to meet. A striking example of this would be the variation in neighborhoods. We realized that Washington wasn't perfect. We saw first-hand the problems that D.C. faces, like every major city, as people who just visit the usual tourist sites may not expect.

It's amazing that so few students participate in the Close-Up program. The program is for 10th, 11th, and 12th graders. This year there were only eleven students from Latin involved: Katherine Dervan, James Duane, Rebecca Ferris, Samantha Garner, Yeshe Gaskin, Sarah Kurpiel, Zachary Perry, Ronaldo Rauseo-Ricupero, Jeanette Sayers, Lisa Travers, and Kim Wing. If you are interested in government, you should contact Mr. Barnor in room 115. We found it to be a great, memorable experience and encourage all to join.



# Special Senior Section

## Words from the...

### Valedictorian



**Saamra  
Mekuria-Grillo**

This was my last assignment of the year. In the spirit of senioritis, I sat down to write this article a week after the *Argo* deadline, late at night, after spending a whole weekend doing absolutely nothing. I think that I put off writing this because I didn't really know how to sum up all of my experiences at Latin in a few paragraphs. I wasn't even sure that I wanted to write the article in the first place. I mean, there are probably a few dozen people in the senior class who could write a better piece than me, so why do I get this space to fill in the *Argo*? Edwina, our all-knowing Editor-in-Chief, tells me it's because I have the great honor of being valedictorian. I guess so... but it still hasn't hit me yet.

I never thought in my wildest dreams that I would be giving a speech at graduation, either as class president or as

valedictorian. In elementary school there were always students that did much better than I did. I was just a good student, like many other kids in my grade. School was simply another obligation, like doing my laundry: I didn't really like it, but I knew I had to do it. My first three years were a blur of assignments, Nintendo, and midnight walks in West Roxbury (remember the babies and bread!). In tenth grade I guess I decided to focus on school (I can't for the life of me figure out why I wanted to torture myself like that). I started pouring everything into my schoolwork, including my sanity. As a result, I have had no less than five nervous breakdowns, have at various times been so stressed-out that I have alienated even my own mother, and now I am valedictorian. I still haven't decided if it was worth it.

I do have a few regrets about how I chose to spend my time at Latin. I never went out for sports, I didn't get heavily involved in community service, and I often put my schoolwork before my friends. Lately, I have been thinking a lot about the saying, "Hindsight is always 20/20." Now that it is too late to change anything about my time at Latin, I feel like I should have changed things while I had the chance. If I had all six years to do over again, I would have gone out for crew or track. I would have tu-

tored sixes or volunteered at the Food Bank. I would have gone out on those Saturday nights instead of worrying about the paper due on Monday. Who knows? I might still be valedictorian, even if I had done all those things. But I am certain of one thing: if I had done those things that I always wanted to do but thought I didn't have the time to do, I would be ending this year free of regrets.

As a last message to those whom we seniors are leaving behind at Latin: if you have only one goal for high school, let it be that you end your senior year with no regrets and with only good memories. If that means that you will spend your time on schoolwork, so be it. If instead you choose sports, extracurriculars, or friends, just remember that regrets seem to hit like a ton of bricks when you get your deferrals or rejections from college (and yes, I do know how it feels. I was deferred from my first-choice during early admissions). Choose your path with care.

To all the seniors: if you are looking back, and you are unhappy about what you see, you will have another four years to get it right. If you are completely satisfied with the way you made it through this place, make sure you keep on doing whatever it is that you did. Above all, strive for personal fulfillment. You can't go wrong with that.

### Salutatorian



**Yuheng Ruan**

*"I got game, she got game, we got game, they got game, he got game..."*

I took my first step into Boston Latin and I felt like I had left my Garden of Eden forever. It seems as if I'd left the simple life in grade school along with the checker boards and Othello chips. There was no tag or hide-and-go-seek. There was no kickball during recess nor PacMan on rainy days. The girls didn't even have the cooties anymore. Yes, the games in high school seemed vastly different.

If high school were a game, Boston Latin was in many ways like football camp. In the first week of football camp, you learn the rules of the game. We learned that we always had to present a pass if we came to class late. We learned that we had to have our parents sign a note if we were absent. We learned that we had to complete all the homework assignments before the school day started.

During the second week of football camp, you learn how to break the rules. We learned that being late for class is like jaywalking—nobody really cares. We learned that forging our parents' signatures is quick and effi-

cient, and there are greater chances of getting a splinter from the pencil than getting caught. We learned that it is possible to make the homework fit your schedule, rather than have your schedule fit your homework—teachers can be easily persuaded to postpone the due dates.

On the third and final week of football camp, you learn how to break the rules without getting caught. We learned that the headache and fatigue are the undetectable ailments. We learned that when seeking refuge from a class, or simply seeking an excuse for absence, we can safely use the three sanctuaries of Boston Latin School: the nurse's office, the lobby's front desk, or the English bookroom. We learned that the safest place to leave school is, quite incredibly, through the front door. And if caught leaving, we learned to flash our early dismissal card with last week's date illegibly written on the top. Who said we didn't learn anything in school?

As we walk off the football field and leave high school, I realize that we have already completed another game in the tournament of life, this time a game far different from the ones we played in grade school with the girls who had cooties. We are about to start a new game, with new rules and new referees. But one thing will always remain the same: as long as it is a game, the rules can be broken. As the Spartans taught their young men of the barracks, it is all right to break the law — just don't get caught.

son, it is immediately clear who they are as they pop into your mind, no doubts or questions asked.

And we will all be together at graduation for that last time. Everyone who pushed to stay on point through these past four or six years will be there. We will always have that, as we are scattered across the world. What's the verdict? No one really knows what will happen to the members of the class, but that's a part of this whole thing. We're at the end and amidst all this uncertainty we should try to enjoy the moment and take advantage of this last, longer summer. Think about it, every moment in time has an unlimited number of possibilities, don't lose sight of that. Be adventurous and ambitious while keeping an open mind about all these possibilities.

The drama of the entire process will never disappear, not even when we are all gone. We existed and we struggled and that has meaning. Life should simply be lived in the search for truth and it is here that my story ends.

*Traditionally, the Editor-in-Chief's note belongs on this page with the notes from the Valedictorian, Salutatorian, and Class President, but because of this jam-packed senior section, please turn to the back cover for the Editor's final farewell.*

### Class President



**Peter  
Georges-Clapp**

All right, folks, thus unfolds my drama. True, sincere congratulations to every senior. This really is a moment of triumph. I don't want to place any irrelevant clichés in this piece but simply to speak my truth about being the Class President. First of all, you might ask, "What did you do?" Well, I'll tell you. In terms of duties, it mostly involved meetings, spreading information about upcoming deadlines, and some behind-the-scenes action such as attending BLS alumni events. However, for me at least, it really had some classic moments

such as freestyling at the last pep rally, with an unbelievable level of adrenaline flowing.

Another major positive has been that our class finally loosened up and unified a little bit even though we did not have a senior lounge. It worked out decently but senior lounge should be a given for every senior. It would have been a help to have had that, for the day-to-day strain of this school is tough to cope with. But such is the fate of a young, Greek man leading a people oppressed. I bore the hopes and dreams of an entire senior nation on my shoulders and my mission was squelched, tragically shot down by a fellow Greek kinsman, claiming the law had tied his hands; for obviously I am as frustrated as any of you with the lack of senior privileges.

I mean, that's a key thing for you to remember about me. I never wanted to walk the higher ground for I have always felt that

the Class President is someone who tries to represent and be one with the people and thus did not want to become part of the administration. That was also true with the Class Committee members and other class officers. Throughout the year, Dan Moran would always tell me how his number one goal as V.P. was to bring this class together. And Ron Brankley was always moving around in trying to get some errand done. I see these and other randomly floating, faint images swirling around in tumult and now it's over. Very suddenly.

It's bittersweet, I tell ya. The whole vibe and lifestyle of the high school scene will never return again. It's not necessarily good or bad, it's just the way it has to be, because life does continue as before. Another cast of characters will continue the thread of the BLS tale. Thus, this is also a time to realize who your true friends are. For some rea-







Student Council

Diversity at BLS

By Melissa McClinton, I  
Contributing Writer

For the past three years, we in the Student Council have been trying to think up innovative ideas to improve the environment of the school. I am happy to say that in most cases we have exceeded our goals. We are proud to say that we have funded awards and scholarships for some of the most outstanding students and teachers in the Boston Latin School community.

In 1995, the Student Council founded the only scholarship that is funded by students for a graduating senior. Marta Johnson, Class of 1996, and Tanya Hughes, Class of 1997, were our first winners. This year we have continued the tradition and granted the award to another deserving student. This year's winner is Karen Young. Karen has given so much of her time to making this school run efficiently. She's usually in the office organizing such things as the senior car wash, or the next Student Council fund raiser. She has kept her grades high and last year she was inducted into the National Honor Society. What is most amazing is that she has accomplished all of this while being a dedicated mom to her young son. She has beaten the odds against most young mothers, and excelled beyond society's expectations. The Student Council is very proud of her, and we hope to help her pursue her education by granting her our five hundred dollar Latin Spirit award.

This year we will also be giving four teachers the Cry-

stal Apple Award. This year's winners are outstanding and challenging educators that were nominated and voted on by the students. This year's winners are Mr. Daniel Browne, Mr. James Isaacs, Mrs. Viola Tolbert-Johnson, and Ms. Christina Wong. Each of these teachers have shown an unparalleled commitment to their work.

Of all my activities this is hardest to leave, because I have invested so much of my life, my time and energy into ensuring the achievement of our goals. Though many people have congratulated me as an individual for its success, there are so many people that were essential. Ronaldo, thank you for being the most reliable person I know, you have no idea how much I admire you as a person and a leader. Karen, thank you for all of your wonderful suggestions and ideas, even though you weren't even elected by your homeroom. Lisa and Chana, thank you for sharing in my motivation and endeavor. Most of the success of the club lies on the little shoulders of the seventh and ninth graders, who come every Thursday ready to work. And finally I'd like to thank the administrators that gave us room to create new traditions at the oldest public school in America. Mr. Flynn and Mrs. Edwards-Bagwell were always backing me and giving me the go-ahead to try things that had never been done before. For Chana, Ronaldo and Lisa, the senior officers, my greatest prayer is that you continue and build on what we've started.

By Oludare O. Oyedele, I  
Contributing Writer

The success of Boston Latin School has been well publicized in the past. However, since the McLaughlin case, which challenged the current quota system, Boston Latin School has received unfavorable publicity due to its admissions policy. The quota system and affirmative action, two methods of creating more opportunities for minorities, do actually create counter-racism, an aspect that was highlighted by the McLaughlin case. It is not often that the ideals and goals in creating quotas and affirmative action are applauded. The basic ideals are to promote diversity and provide equal opportunity for all. Boston Latin School has achieved some success on both counts.

If one in fact questions the existence of diversity at Boston Latin School, one only has to attend the annual International Showcase and its Parade of Nations segment. Various ethnic cultures are on display during this event, and the Parade of Nations features students representing their native countries. However, all this is misleading, as to the true point of this article, which is neither advocating nor admonishing quotas and affirmative action. When discussing diversity

and "equal opportunity," race is immediately associated with those terms, yet one group is consistently left out of consideration: the disabled. Diversity is not relative to race; rather, it applies to culture a category in which the Deaf can be classified.

Although the Boston Latin School student population has virtually no representative of the culturally Deaf (with the exception of me, of course), the attitude of diversity clearly exists. The student body, especially the graduating Class of 1998, has been remarkably receptive, open-minded, and enthusiastic about learning about a few aspects of deaf culture. During my first two years at BLS, there was a sign language club called "More Than Words," which unfortunately had to be cancelled due to my hectic schedule. Twice in the recent four years, a few students from Show Choir performed a few songs in sign language, with the permission of Mrs. Fernandes. The person most responsible for these activities is Boston Latin School's very own Karen Kohr, the school interpreter, a.k.a. "that sign language lady."

Headmaster Michael Contompasis and the Boston Latin School administration strive to provide an equal opportunity to a Boston Latin School education for all students. In my

six years at BLS, no opportunity was denied to me, as a deaf person. My disability was never used as an excuse for leniency; rather, Mr. Contompasis and the teaching faculty expected me to perform at the level of my classmates. It was never a question of whether I would succeed at BLS, but rather a matter of providing the services to accommodate my needs.

The BLS administration did as much as possible, within the framework of the Boston Public School system for special education, to provide the necessary services. A few members of the graduating class of 1998 contributed by volunteering note-taking services. One member of the student support staff contributed significantly by remaining dedicated to her job for six years, and often surpassed the specifics of her job description to ensure that I had equal access to communication. That person, again, is Karen Kohr.

Although this account is based on one person's experience, the BLS community should be recognized for its commitment to promoting diversity and providing equal opportunity. This is the humble opinion of a grateful student—a member of the graduating class of 1998—who happens to be deaf, and Deaf (culturally).

Don't Stop, Get It  
Get It

This is a reflection of my six years at Boston Latin School. Grades seven through eleven equaled hell. Now here we are in 1998 and I am counting the days until I receive the almighty orange card. I've learned many things. I thank Boston Latin School for teaching me how to deal with racism, sexism, and how to get over when the going gets rough. I learned how to make friends, ignore the ignorant, and how to work hard. I've matured, but I still have much growing to do—we all do. I can't say I would want to do it all over again, and I can't say that high school years were my 'golden years,' but I can say that I'm ready for the real world and all the obstacles that lie ahead.

To the Class of 1998, the best of luck to you all. It's been real, but now it's time to say our good-byes, not forever, because in the next five years my fellow class officers and I will be organizing a reunion, but for now. Ebony Arvin, I love you girl. It is all good because you are the bomb and you know this. Keep it real and thank you for your honesty, love, and friendship. Lastly, to my boyfriend Jamakeah, thank you for all your help, wisdom and guidance throughout the school year. It took us a while but we finally made it through to this year and our future together.

Love Always,  
Sheena

By Laura Craven, I  
Sports Editor

Six years ago, I walked into what seemed like endless halls of a famous place they called "The Latin School," not knowing what lay ahead. 1,990 days later, I am having those same thoughts, only this time, I'm walking out. No matter how many hours went by, this day never really seemed to be getting closer. But it did, and I looked to my left and I looked to my right, and I am glad that we are the ones who made it.

This school seemed so huge, with so many possibilities, so many opportunities. As the years, that at times seemed to pass so slowly, went by, the school seemed to get smaller, and possibilities fewer. The classrooms that you once could have used a map to find, you can now get to blindfolded without even hesitating. The upper classmen that towered over you are only a faint memory, along with the shock of having no toilet paper in the bathrooms. And the little sixties you once shared your classes with are now seniors.

Remember the pep rallies? Utility periods? Counting the lights in the auditorium? Have you already forgotten what it felt like to be a freshman? Have you already forgotten memories of sophomore year? What about the wall-to-wall packed JAM'N

dance? When thinking about graduating, does senior year automatically come to mind? Remember the yearbook dance when so many of us went, the class elections and the bomb threat? Remember that thing they used to call senior lounge?

There are so many things I wish I could go back and live again. There are so many things I wish I did. Sure, it is such a relief to have no more classes, papers, projects, and homeworks; no more teachers running at you in the halls yelling at you to go to class; and no more of the "school security" chasing you on her one-ended walkie-talkie, questioning if you have a pass. That I could do without. But, as for my friends, I'd love to go back and meet you for the first time again, learn all about you over, and understand you even better. I'd do it all again just to share the times we had for a little longer, one more time to see you laugh or hug you when you cry. I will never forget all the times we've shared, all the nights out, parties, all the random things we've done. We've been through so much together, and gone through so many places and gotten out of so many situations. And I loved every bit of it.

Well everyone, we've reached "another turning point, a fork stuck in the road. Time grabs you by the wrist, directs you

where to go. So make the best of this test and don't ask why, it's not a question but a lesson learned in time." Each of us may go our separate ways, but with you "take the photographs and still frames in your mind. Hang them on a shelf of good health and good times." Because somehow, I think we'll all miss it, and someday might just want to remember it.

I guess this is it, I guess we've reached the end of those "endless hallways." So what comes next? Where do we go from here? Maybe we're ready for something new. But I think it will be strange. Imagine walking down a hall and not all the faces are familiar. What's it going to be like when you can't just run around the corner or upstairs to your best friends? What's it going to be like when the one person you need is miles and miles away? Maybe, we shouldn't have been in such a rush to get out of here.

To the Class of 1998, "For what it's worth, it was worth all the while" and I wish you the best of luck. To my friends, I will never say good-bye, so I'll see you soon. And to all of you, thanks for the memories, I'll take care of them well.

"... it's something unpredictable, but in the end it's right, I hope you had the time of your life."

*To the seniors whose parents have passed away:*

*Though you cannot see them, they watch over you through the mirrors of the sun and the moon. Use their mission as your motivation and strength. On behalf of the senior class, you and your families are in our prayers.*



# Farewell My Precious Cherubs



Scenario:

Boston Latin School

May 8th, 1998

Alumni Day

In the Main Office: Edwina Tom, Argo Editor-in-Chief, and Danielle Brown, Argo Copy Editor, stuffing envelopes; Ms. Kohr enters.

Edwina: Ah, Ms. Kohr

Ms. Kohr: Yes Edwina, I know my article for the *Argo* is due to you on Monday, May 18, 1998. I've even picked the time and place that I'm going to write it. (Edwina looks at me with an eyebrow raised in speculation). You know, Dare has all those AP exams. I'll write it then. (I walk over to Dani) Ahem! Dani, listen, I tried to start this article last summer. . . then I tried to write it during the February vacation. . . the tears almost wrecked my brand-new keyboard. Then I tried during April vacation, but instead I ordered a load of rocks to build a raised flower garden. I'd rather move a load of rocks than write this article because some things in life are just too hard to do. I think I'm just going to write it free-flow—will you edit it, please?

Danielle: (in Daniesque fashion) Sure, no problem.

I looked at that oh-so-beautiful wolf on the mantle. Fine help you are, I thought. Then I walked into the lobby and looked at the lady who always has her hand in the air. Well gee, I guess I'm not half the woman she is. Even I can't imagine keeping my hands in the air that long (hundreds of years by now, I'm sure). Okay breathe... I can do this! I can do this! I can do this... what could I possibly say that could adequately express. . .

Dear Dare,

I would like to start by saying thank you for allowing me to write a submission for our last issue of the *Argo*. You above everyone here at Boston Latin School know we interpreters come equipped with a Code of Ethics.

Six years ago, yours was a name tossed around in an interview. When I met you, somehow I knew it was meant to be. I have thought about this often. Philosophers argue about fate. I, however, believe everything in life happens for a reason. I could write a book about all the reasons why I think we were brought together, but that's to be done at a later date.

Over and over again I have said, "This is your life, your story," and over and over again you have responded with, "Our life, our story."

You are the first Deaf African-American to graduate from the Boston Latin School, and if telling your story helps pave the way for just one child, then to me, it will be worth it.

I have watched you overcome seemingly insurmountable obstacles, often in the face of adversity. You have done this all with such courage and dignity. You are truly a source of motivation and inspiration for all of us. I believe Boston Latin School is an even better place because of you. Congratulations, and thank you for sharing this part of your life with me. It has been an

honor, a privilege, and a gift I will always cherish.

In September of 1992, I saw an advertisement for a Sign Language Interpreter at Boston Latin School. I inquired about the position and a few people asked me if I were sure I wanted to do it. When I asked why, the response was, "ah, err, ummm. . ." Certainly not very encouraging. After I received the position, several people confronted me with questions asking why I would want to do it. I was really concerned and asked them to explain why they were so upset. I wanted to know why they were challenging my decision in such an outright manner. They went on to remind me of countless horror stories and the atrocities which have been, and sadly still are, committed against Deaf and hard-of-hearing people in our society and schools. I told them that no matter how they felt about it, the parents had decided to enroll their child at Boston Latin School. The experts in our field had stated that experienced interpreters should be working K-12. Historically, novice interpreters have been given these positions and this placement has created problems. I thought that my worry would be reduced by the fact that it was not our right to judge, but to provide the best service possible. Unfortunately, as the days before I came to Latin School went by, I only became more frustrated. The worst came when a well-respected colleague asked me why I was subjecting myself to the stigma attached to educational interpreters. She asked me if I were ready to deal with knowing this student would be all alone. This meant no Deaf kids to talk to, no Deaf role models, no one else who shared American Sign Language; I would also be alone. I explained how acutely aware I was of the situation.

For these same reasons, I am very, very sorry any Deaf child would be forced into a situation in which he is the only Deaf or hard-of-hearing student in a school. Failure to acknowledge and accept a child's deafness is to deny him his existence, his community, and his language. However, as professionals we have to find a way to make this work when the circumstances demand it. Ultimately, the question really lies in whether a child should be forced to go without quality services because of a decision that has been made for him, a decision many people would not support. My position then is also my position today. Every child has a right to receive a quality education with quality services.

Ultimately, I respectfully agreed to disagree with the opposition. In return, I was able to convince those well-meaning professionals to help me. They do realize that some of us are committed to being a part of a solution rather than perpetuating the mistakes of the past. They also know that it is unfair to continue to stigmatize all educational interpreters with negative and destructive stereotypes.

I want you to know that since I have come to Boston Latin School, my friends and colleagues in both the interpreting and Deaf communities have been there for me every step of the way. When events were taking place they sent me announcements to share with 'the student.' When I needed advice, they answered their phones and TTYs. The rest, I admit, came from my own experience and willingness to confront any dilemma. I am very grateful to them and I think the world would be a better place if all of us were so fortunate to enjoy this kind of support.

While at Boston Latin School I have worked under an administration charged with the responsibilities of maintaining traditions as well as opening new doors. Unbeknownst to them, they have

been untraditional (thank you) in their dealings with providing access and opportunities to a Deaf student. When asked to, they have ventured where few, if any, were willing to go. Not once over these years have I heard such statements as, "Why should we do this," "I can't believe we have to do this," or, "It costs too much money and it's too difficult." Fortunately, the prevailing response has been, "What do we need to do?" and "How can we make this happen?"

I maintain, attitude is everything.

It was this same encouraging attitude I encountered from faculty and staff. Always, I have been asked, "What do 'we' do?" and, "How do I do this?" During the initial encounter I responded with, "If you will remember that students learn, teachers teach, and interpreters interpret, we'll go from there." The faculty and staff here at Boston Latin continue to amaze me. The breadth and depth of their knowledge combined with their dedication and commitment to every student's education are truly commendable. Their support and positive attitude towards what I do has made my work so much more enjoyable. Many of the faculty have taken a stance in defense of this student's rights and many have taken the initiative to educate others and go the extra mile on this student's behalf. I will miss you and thank you, thank you, thank you!

Inez, I did the business thing. . . now I can make it personal, right?

To my precious cherubs, hello, I'm talking to you, oh great graduates of the class of 1998! This 'SAAC' is brought to you with love. . .

Six years ago, as I was about to step into 'the' Boston Latin School, I truthfully did not know what to expect. Here is what I did know.

- A. There are really, really smart students
- B. You have to take a test to get in
- C. The place is huge
- D. The student body is huge
- E. The faculty is huge
- F. They had never had an interpreter before

Now I ask you, who do you think was there to greet me when I walked through the front door? Yup, the lady with her arm in the air. Doesn't she ever get tired?

Okay, I admit it, five years of collegiate interpreting just barely (minus physics) prepared me for the awesome undertaking of the Boston Latin School curriculum in its entirety (entirety here means including band and sports). I wonder if you lose community service hours when you go to tutoring instead of giving tutoring (physics again). Strange, I got the gravity thing right away! I won't even mention the sub-zero, blue, numb-fingers interpreting thing I had to endure. A very sincere (sarcasm withheld) thank you to Mr. Fernandez and Ms. Montes for the extra time and help you gave me (yes, if you're wondering, I really needed the tutoring!). And by the way, it really is true, I really do like sports interpreting, especially football!

I remember when you were sixties, when it looked as though your book bags weighed more than you did. I remember when you wanted to explore everything around you, how excited you were about life. I remember your kindness and generosity, but most of all I remember how you welcomed me into your hearts and into your lives.

Today when I look at you I wonder, when exactly did you become taller than me? When did you become so wise and how after these six years did you manage to keep that excitement?

Recently, someone asked me if I thought it was worth it to have committed myself to BLS for the past six years. Though my answer is yes, I would like to share with you part of the reason why. My parents taught my brother, sisters, and me many valuable lessons in life and the one I share with you today is one that my mom lived every day of her life. She believed this statement with her whole heart: When you touch one, you touch many. . . When you love one, you love many. If just one of you takes a sign language class, it was worth it. If just one of you remembers to hire an interpreter to provide accessibility, it was worth it. If just one of you stands in defense of the rights of disabled individuals, it was worth it. If just one of you reaches out to educate others, it was worth it.

Many of you have already done something. Yes, it was worth every minute of it! On May 8, 1998, you the graduating class inducted me into the Alumni Association with you. I have been asked if I was "surprised" by this and my answer is no, not 'surprised.' What I am and forever will be is 'overwhelmed with gratitude.' How could I possibly be surprised by your kindness and generosity? For six years I have watched you perform "outrageous random acts of kindness." It is a part of who you are and in my humble opinion, it is also what makes you so great. I consider it a great honor and a privilege to be counted among you.

I am deeply saddened that we will be parting, but thanks to technology, we will never be far apart. I am equally joyous for you. You have worked hard (an understatement—I was there, remember?) and as far as I'm concerned, anyone sitting in a Boston Latin School graduation seat at 2 p. m. on June 14, 1998 has to be a sensational success!

In closing, I am reminded of some of the warnings well-meaning professionals gave me (or thought they were giving me) before I came to Boston Latin School. I was told the students would never understand enough. They were so wrong. . . I have watched you become people who do understand, people who care enough to create change and people who have become educated advocates for the preservation of the rights of disabled people in our country. I was told I would be all alone. . . for six years I have been surrounded by you. You have been a constant source of joy and support in my life. You have been my 'hidden blessing' that no one could have predicted. Thank you so much for everything and please accept my heartfelt congratulations on your graduation!

As I stand here in the lobby looking at this statue (the lady with her arm in the air) I am reminded that she is a testament to time. Today, it is so simple for me to understand why parents and guardians strive to secure a Boston Latin School education for their child.

Thank you Edwina for including me in the final issue.

Thank you Dani for knowing me so well that you can edit my work without losing me.

Thank you Mrs. Fernandes for allowing the music to be seen.

Thank you Charles Arris. . . may the music always reach your fingers.

A very special thank you goes out to Mrs. Inez Middleton and Mr. William Bronski for always understanding "beyond the obvious."

Sincerely,

*Karen Kohr*



# Senior Spotlights



**Joseph Finelli**

*By Rob Willison, II  
Staff Writer*

You may have seen him coolly strolling down the hall, discussing politics or philosophy with friends, practicing shadow tennis swings for the afternoon match, pointing lost sixies in the right direction, or saving the small animals that have recently been traversing the halls, all with droves of frantic girls in hot pursuit. That's right: by now you all know that I am writing about none other than senior Joe Finelli.

Unfortunately for those of us who still have years ahead here at Boston Latin School, Joe is bringing his six year career at BLS to a close this spring and moving onto Harvard University in the fall. He will certainly be missed, by classmates, friends, and even the administration—who are they going to get to keep their mailboxes organized now?

Joe has been a strong student at Latin in a variety of ways, but there has been a con-

stant in everything he does. Joe is an excellent student, a member of the varsity soccer team for the past two years, and a member of the varsity tennis team for the past three years. He was a Ward Fellow in the office of Attorney General Scott Harshbarger last summer. He has also volunteered his time around and outside of the school as a tutor for younger children.

Having played tennis with Joe for the last three years, it is apparent that he is a wonderful team member and an ideal team leader. Joe works at his game constantly and is always improving, but he is strongest in his ability to bring and emphasize the concept of teamwork to a sport that is by nature very individual. Known for engaging in cheering contests with entire opposing teams, Joe is always supportive of his team members as they play, and he never leaves a match early. His positive mental attitude, work ethic, and team spirit are all valuable examples for his teammates.

During the years that I have known him, Joe has always been a pleasure to be around and talk to. He has a strong sense of humor, he's reliable, and he's one of the most considerate people in the school. Though no one needs it less than him, we'd like to wish Joe good luck in his career at Harvard and thank him for six years of dedication, friendship, and leadership.



**Juliann Hauck**

*By Allison Gunther, I  
Contributing Writer*

With an ERA of 1.27, Juli Hauck has certainly made a name for herself. As the starting pitcher for the varsity softball team, she is presently ranked third in the Dual County League. In addition, she is a member of the newly-established girls' hockey team. Despite many shoulder injuries, Juli has helped to bring the hockey team to two championships and the softball team to the State Tournament. Julie, along with two other members of the softball team, was named as Dual County League All-Star.

Juli started playing softball for Holy Name CYO in fourth grade. In the spring of seventh grade, she joined the junior varsity softball team. On these teams she was able to develop her pitching skills for the varsity level, which she has been competing on since tenth grade. When Holy Name CYO softball broke up, Juli moved to St. Theresa CYO. In her last season

of CYO softball, Juli, along with the rest of her team, has high hopes of winning the championship.

This past winter, Juli was injured for most of the hockey season. Nevertheless, she played a part in the team's success. For the second year in a row, the girls' hockey team won the Division II Eastern Massachusetts Championship. The year before, Juli played goalie in the team's very first season. Ironically, she barely knew how to skate before the season opened. By the end of the season, she had learned to defend the goal successfully enough to win the championship.

Aside from athletics, Juli has many other commitments. She is co-editor of the sports section of the yearbook. She has been active in the St. Thomas CYO and has twice traveled to Peru for service. Furthermore, she participates in the Neighborhood Children's Theater (NCT) and has performed in many shows. This fall, Juli will be attending St. Anselm's College in New Hampshire. If there is one thing she has learned from her experience in sports, it is that, "the way you play—the sportsmanship, teamwork, etc.—takes you through life." After having heard this spoken by a fellow woman in sports, Juli realized that it truly relates to her own life.



**Melissa McCClinton**

*By Karlo Ng, I  
Contributing Writer*

An African-American girl walks into the BLS main office. Wearing an expression of calm confidence and mature seriousness, she approaches a teacher. Slowly she provides the teacher with an overview of her plan to create the first-ever BLS Teacher's Crystal Apple Award. Though initially unmoved by the plan, the teacher is eventually convinced as the student explains the importance to pupils of recognizing outstanding educators in their own school. After outlining the final measures of her plan, she quickly leaves the office. Her expression is one of victory. Moving briskly she spots me standing near the main office and with a wide smile energetically greets, "Hey, Lady!" Gesturing that she will telephone me later

on, she immediately turns and runs up the stairs to lead the meeting of the Afrikan Kultural Society.

Melissa McCClinton's ability as a leader is undeniable. From her unwavering confidence in speaking to authority figures to establishing academic awards which recognize the accomplishments of both teachers and students, her leadership is clearly known throughout the entire Boston Latin School. However, the purpose of this article is not to reiterate the obvious. Most students know Melissa McCClinton as the strong president of Student Council and the determined leader of the Afrikan Kultural Society. But I would like to depict the Melissa that I know.

For five years, Melissa has been a helpful confidante and supporter. Compassionate, caring and emotional, this dimension of Melissa has easily gone unnoticed amidst the competitive spirit of BLS. Her continuous optimism and wise advice have lifted my spirits an innumerable number of times. She is a young lady who has an extreme respect and dedication to diverse cultures. This explains her always culturally-oriented pieces which she declaims during Pub-

lic Declamation. After six years of competing in Public Declamation, Melissa won Prize Declamation this May. After a steady stream of "To be or not to be," only Melissa would begin her final Declamation with "I want to start me an ugly contest."

This March, the Afrikan Kultural Society put on its annual show at BLS. Like many other things, Melissa dedicated an innumerable amount of hours to this project. The success of the show was important to Melissa both from a cultural and individual point of view. As I sat in the auditorium watching the AKS show rehearsals, I saw desire and determination in Melissa. Hour after hour, she went over the different skits with AKS members, trying to reach perfection. Therefore it is no surprise that the show was a huge success!

Funny, crazy, and constantly overenergetic, Melissa is the eternal optimist. Although characterized by her humor, Melissa is very serious about conducting her life from a spiritual and compassionate foundation. When asked what she wants to accomplish in her life she said, "Positive energy is what propels the world forward and towards the light. That is the kind of force I want to be."



**Oludare Oyedele**

*By Jennifer Lewey, I  
Asst. Copy Editor*

Academically, Dare Oyedele has succeeded greatly within the realms of Boston Latin—this year alone he has taken Advanced Placement classes in History, English, Computer Programming, and Calculus. His favorite class this year has been Computer Programming with Mr. Ordway. He enjoys programming because of the work that is involved and because the material is interesting.

Next year Dare will be attending Northeastern University on a full four-year scholarship, and he wishes to study computer science. In addition to his respect and affection for programming, Dare feels that, "computer science forces [one] to think on another level that most people don't, like trying to accomplish any common task but also thinking of the other steps that [one] needs to accomplish." He claims that he is successful because he does things the right way, follows the rules, and has the right attitude. Dare believes attitude

is the key to success in many areas. As well as studying computer science, Dare is also interested in studying Caribbean culture because of the immense amount of mythology and intriguing traditions it contains.

When most people think about their goals in life, a long obvious pause permeates the room; however, when I presented this idea to Dare, he took a moment and responded that he would like to promote better education for the deaf; he would like to "provide more opportunities for deaf children to succeed academically or career-wise." He would like to start a reading program for deaf kids since many graduate with a reading level lower than that of the twelfth grade, due to inadequacy of services and resources. Dare himself is deaf, and as a child he attended the Jackson Mann Elementary School, where he was part of a program that integrated classroom time with separate classes for deaf education. Here at Latin School, Ms. Karen "that sign language lady" Kohr interprets Dare's classes.

With the spare time that Dare has, he enjoys reading, playing video games, and playing sports. This year he is co-captain of the track team, and runs the 100-meter, the 4 x 1 relay, and performs the long jump. From grades eight to eleven Dare was also a member of the football team, playing runningback and quarterback. He also claims to be rather good at basketball, but he has yet to prove this to me. In

addition to his plethora of accomplishments in sports, Dare was also a member of MassPEP for three years, and he continues to perform in the percussion section of Senior Band. In grades eight and nine, Dare and Ms. Kohr formed a club called More Than Words, in which they taught basic sign language and brought the group to see a play by the National Theatre for the Deaf. This summer Dare will be working for the Renaissance Charter School, setting up equipment, upgrading computers, and installing the network.

Like many of the students here, Dare acknowledges that his biggest accomplishment is graduating from Latin School; unlike many of the students here, Dare has made many specific circumstantial sacrifices to do that. When I asked him what advice he would give an entering sixie, his response was sincere and personal: "When the going gets tough, never give up, always do your best, and if you fail you can always say you did your best without having any regrets." In many ways Dare has been a friend to me, and a source of inspiration. As far as his experiences at Boston Latin go, he truly feels that the class of '98 is not superficial in regards to Deaf culture. And to let Dare close out the year with a message, he entrusted me with the following: "This goes out to the whole class of '98: I want to say thank you for allowing me to be one of the guys."



# More Senior Spotlights



**Sarah Carter**

*By Ronaldo Rauseo-Ricupero, III  
News Editor*

That unforgettable laugh that lights up a room and warms up your heart. Sarah Carter is the kind of person who has the infallible ability to make everything seem all right. Her calming, in-control, incredibly efficient personality has served her well in her enormous undertakings, such as co-coordinating the entire International Showcase, as well as the colossal Extracurricular Fair. These two projects alone are enough to make anyone cry from the pure stress and the unending work, but Sarah not only "enjoyed" these projects (which, by the way, went off without a hitch due to her tremendous dedication), but also became the Editor-in-Chief of the Yearbook, the director of the German Club's play, the *Argo's* Forum Editor, and an active member of the National Honor Society. Sarah manages all of these activities with a grace and

style that rival any seen before in Latin School. In the mean time, she maintained her place as the first cello, and a caliber of academic performance which has earned her a place at Harvard University in the fall.

When asked how on earth she manages all these endeavors, Sarah with her trademark giggle replies, "I don't know, I guess I don't sleep enough."

So, what's next for the girl who has conquered Latin School? Sarah has her heart set on being a museum curator, and is already on her way with her positions at the Society for the Preservation of New England Antiquities and Mass Archives. Ambitious, bright, and on her way to success, Sarah Carter has been a tribute to Latin School, proving that perseverance and hard work pay off, and in the classic Sarah style, her summer will be full of new and exciting endeavors, such as teaching young children in the SCORE program at the Kaplan Institute.

Sarah says that she will miss Latin School dearly, but at the same time she plans to be just as active in the alumni community as she has been in the student body.

"We have a really big alumni community, and that is one of the biggest strengths of the school."

Sarah feels that Latin school is an institution that has shaped her in many ways. "I really like Latin School. It teaches you not to take 'no' for an answer."

So, the obvious question one has when encountering Sarah is, "How on earth do you manage the rigors of Latin School and maintain involvement in the school, as well as, and most importantly, being considered by most of the members of the school community, administrators and students alike, as one of the nicest people they have ever met?"

"I try not to be a psycho-competitive person. I try to be honest and loving, and have a high set of morals. I just try to be a good person."

With Shel Silverstein as her favorite philosopher, Sarah's outlook on life is one that has inspired us all through the years. When others were freaking out about rank, it was her voice of reason which reminded us all, "Don't let it control you. You shouldn't use rank to define yourself."

Sarah, as you move on to Harvard, and to the unending success which you have so earned, remember that Latin School will always keep a place for you in its heart, and will always be proud of you. We will miss you, and wish you the best of luck.



**Karen Young**

*By Emmanuella Duplessy I,  
Editorial Board Associate*

You see her walking through the halls with energy, spirit and a warm smile, and we all stare in awe and wonder how she does it. Karen Young is a Boston Student Advisory Council Representative on Student Council, helps manage the BLS Bookstore, is a member of the Key Club, Generations and the National Honor Society. On top of all these activities, she is the full-time mother of her four-year-old son Aaron. Karen had Aaron in the summer before freshman year, but rather than allowing herself to become overwhelmed by the challenges of raising a child and getting through Boston Latin School, she instead became determined to succeed, believing that, "there are many things in life that are worth the struggle."

Karen has always worked to her full capacity, never stopping, always going, know-

ing that eventually the product of her efforts would be worth it. Karen not only sets an example for her peers, but she also sets a standard for herself. "I never wanted to look back ten or twenty years from now and wonder, 'What if I had stayed in school? What if I hadn't given up?' Not knowing what I could have done or accomplished would have driven me insane. I couldn't have lived with that kind of regret. All I do, I do it for Aaron and myself, so that he can look up to his mother and be proud, and so that I can look in the mirror and be content."

Next fall Karen will be attending Northeastern University with an interest in becoming a computer consultant. This year Karen has a full plate with two APs, US History and Computer, but she still manages to lend a hand anywhere she can, by taking pictures for the Yearbook or trying to start up a senior fundraiser. Karen also works in the community and at BLS by participating in the Walk for Hunger and editing the Student Handbook. Karen has never lacked in initiative and is continuously trying to urge others to be active in BLS and in their communities. Karen "wishes everyone who has obstacles to overcome, with the best of luck." We wish Karen the best of luck in all her endeavors and hope that she will continue to strive for excellence.



**Michael McCabe**

*By Laura Craven, I  
Sports Editor*

To most, he's "Mike." To his friends, he's "Bink." To Latin, he's an outstanding athlete. Mike McCabe has been playing sports since he was five. With his hard work and determination he has gone on to excel in baseball and football.

After his fourth year of playing football for BLS, he finished his career as a defensive back with discipline and hard work.

Now in his fifth year of wolfpack baseball, he is enjoying a winning record. Because of his extensive skills in right field and at the plate, Mike was the recipient of last year's "Unsung Hero" award. With the help of Mike, this year's team has come a long way qualified for the tournament.

On top of all the hours Mike dedicated to his sports, he also carried a full schedule. Mike took Advanced Placement English, Economics and Government on top of Greek II, Chemistry and Spanish V. Next year Mike plans on going to St. Anselm's but is still waiting to hear from a few prep schools. He's thinking about teaching English in the future.

Mike's favorite memory of his BLS sports career is playing the last season games plus one tournament game in a row. Although most people seem happy about leaving high school, he's going to miss it. For Mike, Senior year has been good and he'll miss his friends. "I hang out with a great bunch of guys and through the years at Latin, we've had a good time." He's going to especially miss all the good times he's had and hopes they're all friends for a long time. Mike would like to be remembered as a nice kid who was a good time, someone who enjoyed life to the fullest, wasn't a jock or someone who stayed in one social group. I know I'll remember Mike as a friend who was always nice to people and never tried to hurt anyone. He wishes the Class of '98 "Good Luck" and we wish him the same.



**Nancy Kiu**

*By Danielle Brown, I  
Copy Editor*

Nancy Kiu. You may know her as that loud-mouthed, screeching girl with the streaky hair and a coffee cup in hand. She might look a little stressed. But never fear, Nancy always has some advice and a story to tell, if you have a little while to listen—she'll talk as long as you don't tell her to be quiet.

Nancy is actually a very busy person behind all the bluster and noisiness. She's involved all over the school, with sports, yearbook and music on her plate—thus, this special spotlight, because we couldn't fit her in any one section. Nancy has been an active volleyball player for five years here at BLS, and this year she was co-captain of the team. Nancy has also done crew for the

past two years, and really enjoys docking the boats. She also likes to tell the story of the time she jumped into the Charles for no good reason and suddenly grew a third leg.

Besides sports here at BLS, Nancy has also been an exceptional volleyball player outside of school. Over the past few years, she has been a participant in her local Y league, the Boston FreeMasons (a league that often travels out-of-state for competition), and SMASH, the Newton Junior Olympic volleyball program. Q-Dawg is also a heavy participant in the music scene here at BLS, being a member of both the Gospel Choir and Show Choir, as well as a first clarinet in the Senior Band. Can you stand anymore? Nancy is a member of NHS, has worked at the Facing History Institute for the past year and a half, and is currently learning how to step and clap at the same time. Lastly, Nancy is a photographer for the yearbook.

Nancy is also a hard worker academically. This year she took both English and Music AP, doing well in both. She thoroughly enjoyed Ms. Middleton's most challenging English honors class last year, getting through

it with several cases of Altoids. She also managed to translate the Aeneid in Latin AP, with only one falling citadel and a few other minor mishaps.

With all these activities, you can imagine why Nancy is often seen either stumbling into school with her coffee, or stumbling into school, ready for a tirade about student parking. Nancy is used to providing the comic relief both in and outside of class, but especially in music. Her recent appearance in the Four Seasons hotel in spandex and t-shirt (she was on her way to a show choir concert direct from crew practice) will be a recurring topic of conversation. She likes all-nighters, caffeine, and chatting online. She also stays up all night watching South Park at her friends' houses, has trouble driving around Dorchester, will eat you out of house and home, and is always ready for a party. Nancy has been a truly great friend, always there to listen (surprise!) when needed and help out when asked, teaching me how to avoid class and work (such as English papers) like the plague. Nancy will be attending NYU next year, and I wish her the greatest success—and a road map.



# More Senior Spotlights



## Dominic Marinelli

By Paul O'Keefe, I  
Contributing Writer

You may have seen him dancing up a storm on Music Night. You may have seen his outrageous, loud vest last year at the Junior Prom, where he was crowned the man with the shining tuxedo. However you look at it, Dominic R. Marinelli is an accomplished actor, singer,

dancer, and athlete.

His "stage combat" began at age 9, when he performed in numerous plays and musicals at Riverside Theater Works and St. T's in Hyde Park. Recently, he was in the teenage performance troupe "Mixed Emotions" at Riverside. Dominic's skills have been acquired through years of private dance and vocal lessons at Riverside Theater Works.

As an actor, he participated in the exclusive Mirror Project for high school actors at the Huntington Theater. In addition, at Boston Latin School in 1997, he won the Best Actor Award at the Massachusetts High School Drama Festival. His enchanting voice and dazzling dancing as a soloist and key member of Show Choir have blessed the past year.

Other accomplishments include freshman, junior varsity, and two years of varsity football, along with six years of varsity sailing, second place for Prize Reading in Class II, and a red ribbon in the 1997 National Greek Exam. His theater role models are friend and teacher P.J. Terranover and Rick Delaney, who are both on Broadway.

Ms. Tibbetts expects to see him on Broadway, and Ms. Pagos wants him to give his "Agamemnon" again. Personally, I expect free tickets to his shows. Dominic will study music at the University Of Oklahoma. We will leave with this final thought from Mr. Binkoski, "I think that everybody's impression of Boston kids in Oklahoma will be of Dominic; that's a scary thought!"



## Edwina Tom

By Feng Yuan Xu, II  
Assistant Editor

I met Edwina Tom for the very first time three years ago when we were on a field trip at Boston University's Mathematics Field Day for high school students. We introduced ourselves and a friendly acquaintance developed between us.

From Edwina, I have gained all my *Argo* knowledge, countless pieces of college advice, and she even shared with me her secret remedy on how to get by with as little sleep as possible (Hint: It's not coffee!). Even though Edwina has already signed out and could now be catching up on sleep at home, she still comes to school to work on the *Argo*. In fact, for the past two weeks, she has spent at least 75 long hours on this 28-page graduation issue and a record of twelve consecutive hours in the MacLab.

Working as Edwina's assistant this past year has given me the opportunity to know her and her busy schedule better. In order to fully serve the *Argo*, we would e-mail our schedules for the following week to each other on Sunday nights. Her schedule often looked like this:

mon: argo (2-3:30)  
tues: asia meeting (2-3), argo (3-5)  
wed: math team meet (2-5)  
thurs: show choir (2-4), argo (4-5)  
fri: Argo (2—>the custodians kick us out)

Evidently, besides the overwhelming job of being Editor-in-Chief of the *Argo*, Edwina is also a diligent student and participates in many other activities. She is a pianist for Show Choir, Design and Layout Editor for *The Register*, Copy Editor for the Yearbook, a competing member of the Boston Latin School Math Team, a committee member for Asian Students In Action, the treasurer for Chinese Arts and Crafts, and a member of National Honor Society. Enrolled in a full schedule including AP Calculus BC, AP Physics, AP French, and AP English, Edwina knows all too well the meaning of stress, hard work, and sleep deprivation. When asked how she balances her rigorous academic curriculum with her busy schedule, Edwina shrugs and replies, "I don't know. It's probably the hours of sleep that I lose every night." However, Edwina doesn't regret a minute of the hard work she has put into school or her activities. And to top it all off, she has *never* been absent or tardy during her four year here at BLS. That's quite an accomplishment.

She will be attending Harvard-Radcliffe College in the fall where she plans to major in economics and minor in East Asian studies. One would think that Edwina would go into journalism because of all her experience with literary publications in school but her heart is set on entering the business field. She plans to go on to Harvard's graduate business school and receive her Masters in Business Administration. After graduate school, she plans to become a successful financial consultant/analyst or a Certified Public Accountant. Edwina plans to land herself a six-digit salary (maybe even a seven-digit salary) and retire at the ripe old age of forty-five.



## Natasha Telesford

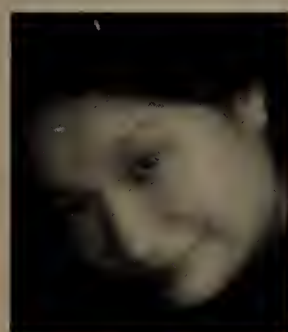
By Emmanuella Duplessy, I  
Editorial Board Associate

Natasha Telesford is and will always remain a strong-minded individual who is able to deal with any obstacle that may block her path. This spirit has allowed her to take on the role of a leader and be successful. Natasha was the coordinator of

the Fashion/Talent Show this year; there was a large turnout and everyone was impressed by how smoothly the show went. Not only does she act as a leader, but she is also a helper. She takes time out to help organize the Senior Prom, settle senior accounts, and tutor students on her own.

Natasha has always known the value of an education and this knowledge has pushed her to succeed at BLS. Through hard work and merit, she earned a place in the National Honor Society last spring. "Nowadays no education means no mobility. Employers want someone who knows what they're doing, someone with a degree. People who do succeed without an education are the lucky ones, but they too pay a price."

Natasha will be continuing her education at the University of Michigan at Ann Arbor, studying Actuarial Science. Being the only BLS senior to go there in the fall, Natasha doesn't mind going solo. She believes that the distance and the experience will enrich her and help her to grow. This summer she will be working at Liberty Mutual as an intern, a job she acquired through her participation in INROADS—a program that aids and prepares minority youth to succeed in business and industry. The determination and drive that Natasha has will be the vehicle for her success in life, because she never stops for anyone, or anything, pushing herself constantly so that she may reach her goals.



## Karlo Ng

By Melissa McClinton, I  
Contributing Writer

One of the defining moments in my friendship with Karlo was a class play that we performed in the 10th grade from the book *Their Eyes Were Watching God*. Karlo played Janie Crawford and wore the signature overalls and braided pigtails. I played her friend Phoebe, the one that Janie entrusted with the story of her life. It probably seemed to most people that we were just pretending to be close sister-friends, who saw the world

in a similar way, and who traded personal jokes which evolved from our experiences together. However we were certainly not acting.

I have had the privilege of calling Karlo my talk-on-the-phone-everyday friend for five years. For those who don't know Karlo well don't let the studious, serious, Asian facade fool you. I'm not gonna lie, the girl is both smart and a hard worker which does equate with academic success at Boston Latin School. Although she appears to be serious she is really a thinker, who knows that the deeper things in life don't come from swimming in the shallow end of the pool. No doubt about it she is a proud descendant of Chinese Ancestry, (though her great-great grandfather is French).

However, far before Karlo earned the nickname "Pooh-bear", she was a shy intimidated, sixie who didn't know if she'd survive the infamous, I mean prestigious, Boston Latin

School. Over the years, she has found her voice amidst the tradition of this institution. The elegance of her spirit is reflected in the passion she puts into her music. She has been a dedicated member of the String Ensemble for five years and has sung in the Show Choir for two years.

Karlo admits that what she is proudest of is her dramatic improvement in writing. She attributes her metamorphosis to Mrs. Johnson and Mrs. Colvario. It was in Mrs. Johnson's class where Karlo says she was exposed for the first time to the vast repertoire of Asian writers whose experiences reflected her own. Later, in Mrs. Colvario's class, she was able to use her writing to dispel some of the stereotypes that are commonly accepted as the truth about Asian-Americans. Her love for writing would eventually lead her to become involved with a program through the Wang Center, called Writers in Residence. There, she would eventually perform before an

audience of 10,000 people at the FleetCenter including the first lady, Hillary Rodham-Clinton. Much of her writing speaks about her admiration for her parents' endurance.

Karlo is the child of a man who literally swam from the shores of communist China to Hong Kong. He would eventually arrive to America with only twenty dollars in his pocket and not a word of English in his vocabulary. Karlo's mother, Wai, came to this country sustained by the confidence that education would enable her to surmount any obstacles. This belief was the greatest attribute that she instilled in her children.

It was this strength which Karlo inherited from her parents which would allow her to not only survive but persevere through the most difficult years of her life. What few people know, is that behind her high-cheek bone smile and easy laughter, Karlo has endured so much more over the past four years

than can be perceived from passing her in the halls.

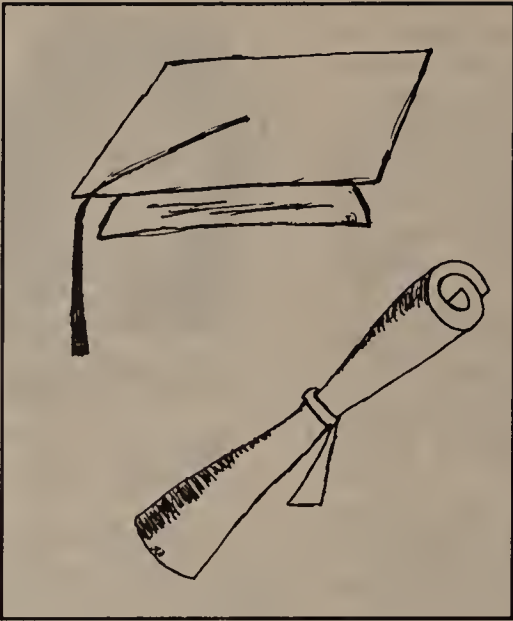
Everyday for the past several years she has returned home to care for her mother who was diagnosed with cancer in 1994. Before her mother's passing this March, Karlo gained an unparalleled wisdom and maturity. Over the past several months, she has learned to use her mother's mission and growth of spirit in life as her own motivation to excel.

Now, as she continues on to Wellesley College, pursuing a career in law or education, there is no doubt that the physical absence of her mother is strongly felt, especially through this momentous period in her life. When I asked her how she would continue to succeed, and preserve her optimism without such an integral part of her life, she said, "My mother is never gone. Her experiences and struggles continue to influence me everyday."



# Senior Poll

## Best Memories:

- Utility periods  
Basketball team  
Vacation  
Pep rallies  
Sign-out Day  
Sophomore Semi  
Halloween  
Fashion Talent Show  
Snow days  
Senior year  
Graduation  
Acceptance to Harvard  
Bad friends  
Rank days  
Having the wonderful friends that I have met  
NHS induction - leaving early  
Testing days - in homeroom  
Being in classes with my friends  
The spontaneous power outages and fire alarms  
B-sie homeroom in room 237  
The first Alumni Day food fight  
The (few) nice people  
Watching Henry get busted for cutting English class  
Watching Zhao crack up in front of Mr. Krutter at Mr. Krutter  
Crystal Apple ceremony  
Going to the 4th floor pool  
Wednesday is movie day  
The day I passed in my senior paper  
Student teachers  
Spending time with my real friends who like me just the way I am  
Climbing to the roof  
Senior cut day. . . all of them  
Rollerblading in the halls
- 

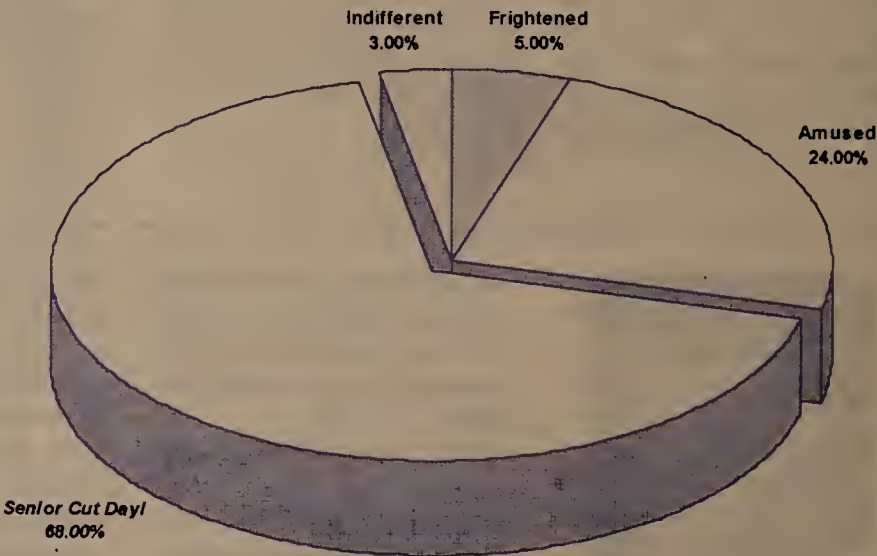
## Worst Memories:

- Physics II  
New security lady  
No senior privileges  
Different schedules every year  
Getting asked for a pass in the hallways  
Declamation  
Politics of administration  
Latin/English game  
All-nighters  
College applications  
Dr. Lambert's never-ending tests  
Junior Prom  
Teachers who are giving finals to seniors  
Amount of work  
Senior slump  
Waiting for acceptance/rejection letters to arrive  
Procrastination 24/7  
7th grade  
Receiving my first "D"  
Misdemeanor marks  
11th grade  
Writing a 12 page senior paper in one day  
Final exam weeks  
Losing utility periods  
Lighting a table on fire at the semi  
My friend's parents dying  
Loss of studies  
The time I got 3 days detention for something I didn't do  
Pretentious people in the school!  
When they decided to extend R1  
College acceptance week  
When they got rid of senior priviliges, extended the day, and got rid of half days

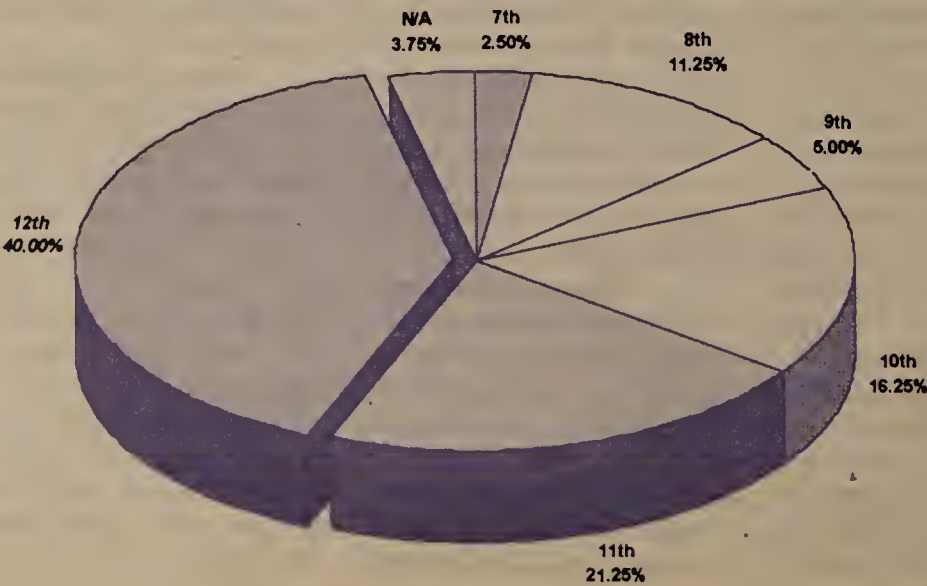
## If you could change one aspect of the school what would it be:

- The schedule  
Have senior privileges  
More time between classes  
Many rules  
APs  
Rank  
Better art program  
Bathrooms  
Cafeteria  
Smaller classes  
Better language program  
Better facilities  
Allow seniors to roam
- Parking for students  
Leave R-7 (study)  
Come in late (study R-1)  
Senior lounge  
The "cliques"  
Declamation  
Quality of teaching  
Competitiveness sucks  
Open campus  
More toilet paper  
3 tardy = 1 absence rule  
No open house  
Lunch

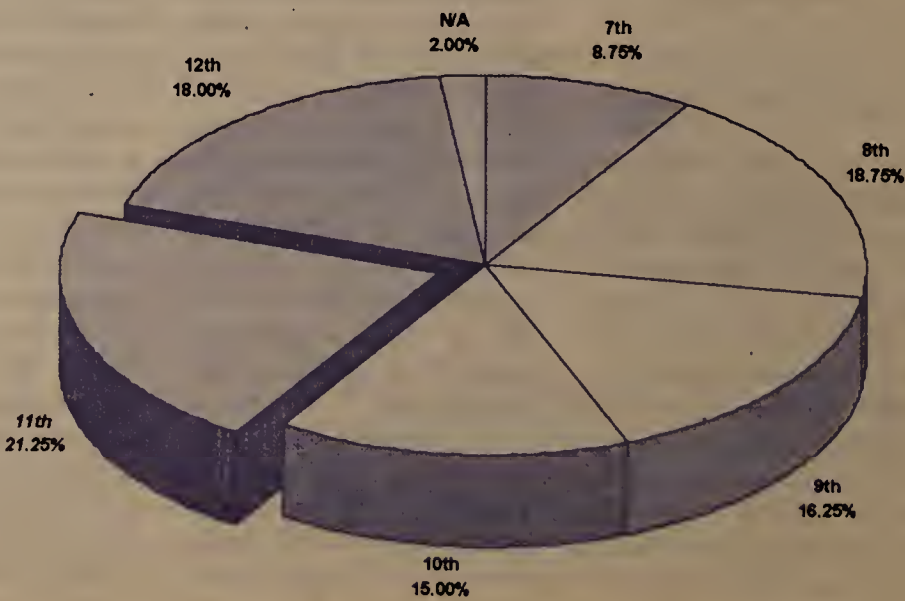
What was your reaction to the bomb threat?



Which was your favorite year at BLS?



Which was your worst year at BLS?





# Senior Poll

*The Class of 1998 Will Always Remember . .*

## Teachers



Ms. Middleton

Mr. Durant

## "Office Guy"



Mr. Flynn

## Administrators



Ms. Bagwell

Mr. Contompasis

- 1) Number of homeworks you've missed since January:  
 a) 0-10 (38%)  
 b) **11-40 (40.5%)**  
 c) haven't done homework since September (1.5%)

- 2) Best spring break:  
 a) Cancun (15.4%)  
 b) Montreal (6.4%)  
 c) **the Arbs (35.9%)**  
 d) Spain (6.4%)  
 e) Germany/Austria (3.8%)  
 f) What spring break? I'm poor! (32.1%)

- 3) Favorite parking spot:  
 a) **Fenway (31.2%)**  
 b) behind school (20%)  
 c) steal a teacher's spot (26.2%)  
 d) don't have a car (22%)

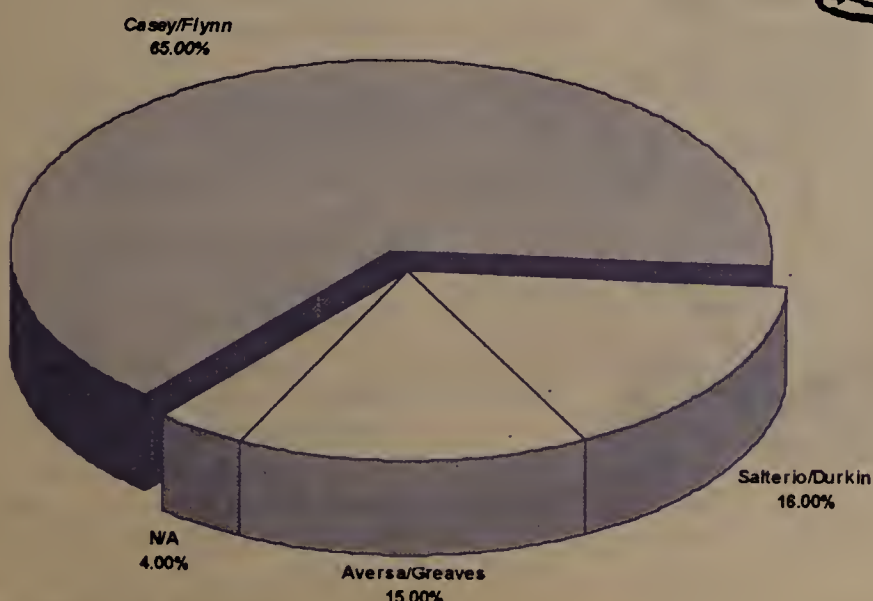
- 4) BLS fashion-plate:  
 a) Ms. Walters (23%)  
 b) **Mr. Casey (38.5%)**  
 c) Mr. Doherty (31%)  
 d) None of the above (7.5%)

- 5) Most aggressive hall monitor:  
 a) Mr. Akeson (8%)  
 b) Ms. Davis (12%)  
 c) **The new security lady (Gramma) (77%)**  
 d) none of the above (3%)

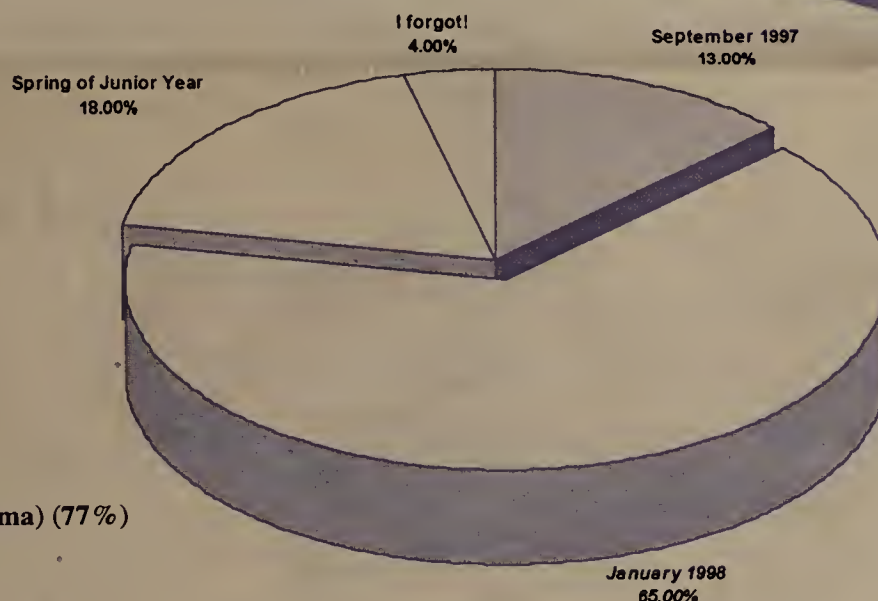
- 6) Better social event:  
 a) **Prom (48%)**  
 b) Jam'n 94.5 Dance (39%)  
 c) neither (13%)

- 7) Number of stress-included breakdowns you've had junior and senior year:  
 a) few (27.6%)  
 b) several (22.4%)  
 c) **too many to count (50%)**

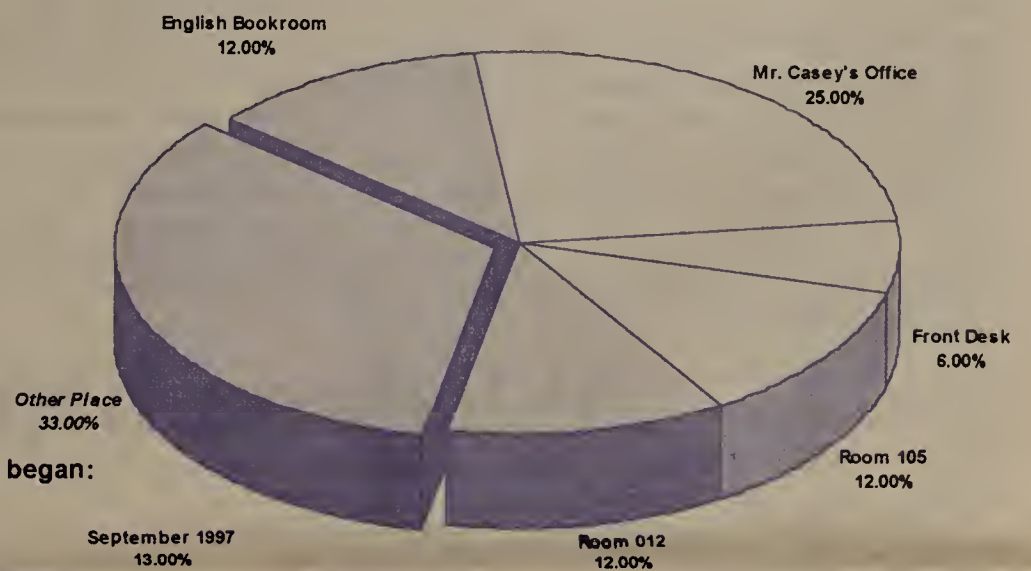
## Best Couple (Faculty)



## Senior slump for you began:



## Favorite hideout in school:



- 8) BLS life is most like:  
 a) Melrose Place (20.5%)  
 b) Dawson's Creek (15.5%)  
 c) **South Park (46.1%)**  
 d) none of the above (17.9%)

- 9) Most likely to be involved in a political scandal:  
 a) Peter Georges-Clapp (6.4%)  
 b) **Dan Moran (52.6%)**  
 c) Ronald Brankley (39.7%)  
 d) none of the above (1.3%)

- 10) Best fundraiser:  
 a) magazine drive (16.4%)  
 b) Gold C Coupon books (5%)  
 c) **chocolate bars (64.6%)**  
 d) none of the above (14%)

- 11) Most likely to write a tell all book about BLS:  
 a) Andrea Haney (40.2%)  
 b) **Ian Marlier (42.8%)**  
 c) Edwina Tom (3.9%)  
 d) none of the above (13.1%)

- 12) Your feeling on the standardized testing days:  
 a) **at least I got to come in late (72.6%)**  
 b) pointless because I couldn't come in late (26%)  
 c) did not answer (1.4%)

- 13) Should the Latin language have stayed dead?  
 a) **yes (58.4%)**  
 b) no (36.4%)  
 c) no opinion (5.2%)

- 14) The number of times you've actually found toilet paper or a working bathroom:  
 a) never (10.8%)  
 b) **sometimes (54%)**  
 c) I've given up on using school bathrooms (31.2%)

- 15) How cheesy is this poll:  
 a) not at all (1.3%)  
 b) moderate (41%)  
 c) **extremely (57.7%)**



# Class of 1998 leaves behind. . .

Mr. Durant - 22 5's on the AP, a pair of dice, your own attendance print out, a personal casino, a TI-86, and much love from Rolle, Newton, Simpson, Descartes, mean old Euler, and all your other Calculus buddies  
Mr. Casey - His own fashion show, a new outfit  
Mrs. Colvario - Vulgar thumbs and a stolen hymn book  
Mr. Aversa - much appreciation and admiration, a multimedia project of his own to complete before school ends. (It must include video, music, and pictures!!!)  
Ms. Middleton - the "grassy" stuff  
Mr. Tarpey - a cigarette  
Ms. Chiu (PIC counselor) - a free ride through grad school  
Mr. Gwiazda - *Argo*, the Yearbook, *The Register's* undying love, and a server that doesn't crash  
Mr. Jackson and class - a lifetime of listening days  
Ms. Morelli & Ms. O'Malley - VCR Instructions  
Mrs. Cabell - Homemade sushi  
Irene - The Back Bay bathroom  
Katie A. - FunDip  
CeCe Davis - cinco pesetas, palm trees, and a pair of camel balls  
Rasheena Howard - another Fashion Talent show, senior "privileges"

Marbles to MBF  
Sean Ryan - a secluded house containing a Steinway concert grand piano, a large library of Chopin and Rachmaninoff, and a beautiful woman  
Joe Finelli - a coke and my vote for mayor  
JP6 - an explanation for why we are so nice  
Maribel Palin, Hollis Rosario, Jimmy Flinn, Kelly Coakley, Stephanie Cicchetti, Jason Luisi, Neil Flynn, Jeff Kelley, Dominic Marinelli - Picky the 32 Busdriver  
Wai - an alarm clock that works and your own personal cab  
Ximes, Eben, Frames, Anna, Lindsey , and even Ari - my sanity, undying affection, and admiration, and of course a bad uptown and a good time downtown anytime  
Anyone who ever did anything for *The Register* especially Mrs. Colvario, Mrs O'Malley, Edwina, Matt, Emmett, etc.- my gratitude and a nod once I'm editor of *Vanity Fair*  
Yuheng - that GøD N&MÈD ¶iGÈØn is nuts!  
Jenny Ruan - the Godpigeon's wisdom  
G - Mr. Hanky "How-deee- ho!"  
Girls' Volleyball Team - 30 sets of lines and 10 wins next season  
The Brighton Gang - rides home after vball, JP Licks, Starbucks, and no more lines - ever!

Lauren Greene - Nat  
Jo-Jo - a Grande Raspberry Mocha Skim  
Steamed Milk from Starbucks  
Anda French - an air conditioner  
Sarah Carter - a chill pill, and knowledge of exactly what the future holds  
The cheerleading squad - a flawless routine and a new coach  
Sean and Kay - a private room  
Seniors - some privileges/respect  
Chuck - tree  
Dan Reason - the beauty of the week  
Siuboy Ken - your virginity, baby!  
Erika Graul - french fries  
I want to leave all my friends : VL, BL, LC, ML, CM and everyone else I missed, my love & everlasting friendship =>  
Betty L. - all my funky rings  
Michelle Eddy - the perfect guy  
Cheryl Gallant - a double stuffed cookie  
Charlotte Hillery - confidence  
David L.- an Ally McBeal Inflatable Doll  
Kent (the other Brighton guy) - his mackin' presence  
Lisa S - The Dave of her dreams  
Edwina - a relaxation herb, a life outside of the *Argo*  
Ian Marlier - a soap box and a great big hug

# Whatever happened to. . . ?

**T.V. Shows:**

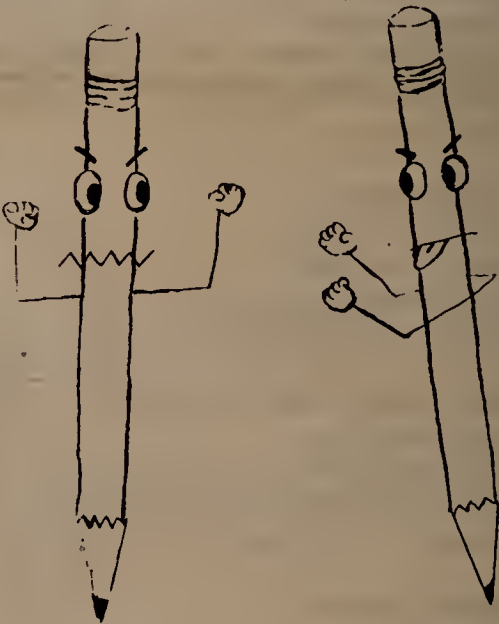
Punky Brewster  
Small Wonder  
Saved By the Bell  
Full House  
Cosby Show  
Charles In Charge  
Who's the Boss?  
Different Strokes  
Jem  
Webster  
Mr. Belvedere  
Growing Pains  
Silver Spoons  
Hollywood Squares  
Pee Wee Herman  
Facts of Life  
Mr. Wizard  
You Can't Do That  
On Television

**Movies & Characters:**

Spaceballs  
Robocop  
Ghost-Busters  
Flash Dance  
Jason and Freddy  
Mr. T  
Molly Ringwald  
Karate Kid

**Games & Toys:**

Pencil fights  
Barbie dolls  
Cabbage Patch Kids  
Hot Wheels  
Milli Vanilli  
Rubic's cube  
Dungeons and Dragons  
Twister  
Jump Rope  
Cigarette Gum  
Shrinky-Dinks  
Margis Cards  
Skip-it  
Scooters  
Garbage Pail stickers  
Trolls  
Legos



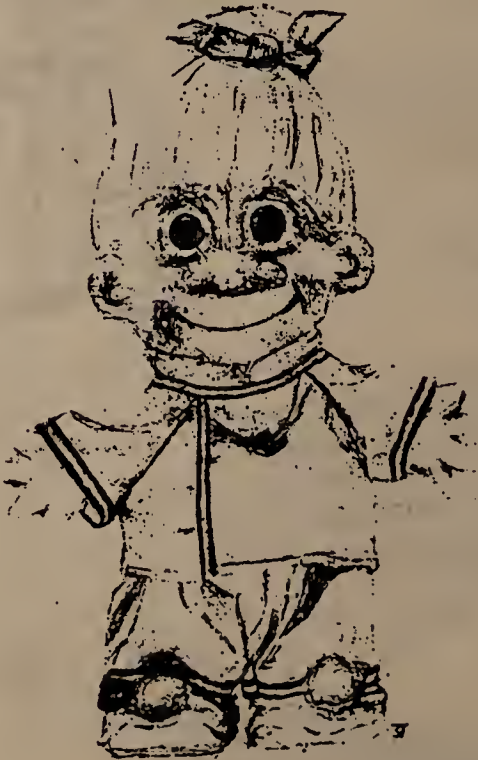
**Cartoons:**

Smurfs  
Gumby  
Care Bears  
My Little Ponies  
Strawberry Shortcake  
He-Man  
She-Ra  
Tom & Jerry  
Teenage Mutant Ninja Turtles  
Transformers  
Go Bots  
Robotech  
Voltron  
Thundercats  
Snorks  
G.I. Joe  
Inhumoids  
Disney Afternoon



**Music:**

MC Hammer  
New Kids on the Block  
Vanilla Ice  
Boy George  
Prince  
Paula Abdul  
Michael Jackson  
Cindy Lauper  
Tiffany  
Kid and Play  
"We are the World"  
Duran Duran  
Go-Go Girls  
Milli Vanilli  
Debbie Gibson  
Kris Kross  
Whitney Houston  
Bangles  
Reebok Pump  
Daisy Dukes



**Fashion:**

Neon colored leggings  
Punk hair  
Blue eye shadow  
Shoulder pads  
Rolled-up jeans  
Big and permed hair  
Plastic earrings  
T-shirt tied in a knot  
Denim jackets  
Esprit  
Skinny ties and rolled-up sleeves  
Reebok pumps  
Mickey D's styrofoam sandwich boxes  
B.U.M. Athletic Clothing  
Slap bracelets  
Friendship bracelets

**Books:**

Babysitter's Club  
Sweet Valley Twins  
Nancy Drew  
Fear Street  
Hardy Boys  
Choose Your Own Adventure



# A Perspective on Boston Latin and What Lies Ahead

By Vivian Lam, I  
Copy Editor

The past few days have made me realize that all I have worked hard for, all I have lost precious sleep over, all I have worried about, for six long, arduous, stress-inducing years is reduced to a piece of paper—in Latin, mind you—which has my name on it and matriculation into a school of my choice. Rather than act self-congratulatory, admire myself and look back on all the accomplishments I have achieved during my adolescent years, I think I'll say why BLS, albeit a fine educational institution, does not prepare one for the real world that is facing us today.

As a loud mouthed egocentric senior who once thought she would one day rule the world or at least get her name up on the frieze, at this point I have removed myself from my self-appointed pedestal. I know that once I leave high school behind, many revelations will astound me. The real world becomes your daily routine, not a seven-period schedule in which you file around a building like trained guinea pigs. Days do not fall neatly into a six-day rotation. Misdemeanor marks will not hang over my head like they once did; real misdemeanors and felonies are there to keep me in check in case I ever break the law. Admittedly, room 104 is nothing compared to a penitentiary. Yes, not even in-house suspension measures up to the real world. The fact that BLS teaches you how to get as many points as you can, how to take all the right classes to ensure a good rank, and how to do your schoolwork without really thinking, is not indicative of the the skills that we need to succeed in adulthood.

Is the sleep deprivation, stress, hunchback posture due to overly heavy back packs, and sweat we shed over projects, papers and presentations worth the grief? What do straight A's and a wealth of extracurriculars get you? Admission into a prestigious college, perhaps, but definitely not happiness. I don't know about you, but pulling all nighters and writing twenty page papers on issues that I honestly don't care about do not make me as

happy as, say, Oreo ice cream from JP Licks would. What BLS needs to do is believe that a student's well-being comes first and foremost. It's not the prestige or "Ivyness" of a college that should attract you; it should be that wondrous feeling of belonging and totally loving the place that you're going to spend your next four years. It should be the new, completely different experiences you will encounter. I truly applaud those classmates of mine who chose to follow their own path, rather than taking someone else's "right" way.

Sure, BLS has its good points. It is, after all, one of the best public schools in the nation. Admittedly, I feel that my last two years here have been challenging and academically stimulating. Once we leave this place, we will never encounter another institution like it. What else makes up for the sheer insanity one encounters in the byways of this vaunted institution? One mustn't forget about that fantastic award-winning student publication, named after a big boat filled with buff Greek men (not our Class President, mind you).

Now that my classmates are about to embark on new, exciting and sometimes frightening experiences, I hope that we are responsible enough to take charge of our futures and think about the big picture. Success is not measured by how famous you are, how much money you make, and most certainly not by having your name emblazoned on the frieze in the auditorium. Rather, it is measured by what you have done for your family, your friends, community and world, and also by how satisfied you feel about your life. Boston Latin might have been a difficult time in our lives, but don't think that once you've escaped from its hallowed halls, you've conquered the world. The world is still out there and we have many more obstacles to overcome. We might have graduated high school, but we haven't graduated life just yet. Many more adventures, tribulations, challenges and accomplishments await. Remember that, walking across the stage, it was you who got yourself to this point, and it was BLS which served as your vehicle.

Ian: Hey! Give me a break. It was late and I was tired.  
Matt: Apparently.  
Ian: Moving on, can you see yourself as an alum donating money in fifty years?  
Matt: I have this plan. I'm going to go out and get a job doing something that makes me happy. I don't care how little I make, as long as I'm satisfied with my life. Then, I'm going to come back and donate millions of dollars to the sports department, with one stipulation. None of my money can go to the football team.  
Ian: Wait a minute, if you live a life of happy poverty, how are you going to donate millions?  
Matt: I'm planning on winning the lottery.  
Ian: Ummm. . . I don't know about that, but whatever.  
Matt: So if you come back to donate money in fifty years, assuming that the school is about the same as it is now, what would you want done with it?  
Ian: First, I would buy a roll of duct tape to fix the ceiling of the Mac Lab.  
Matt: OK, so now you have a piece of duct tape and \$1,999,995.95 left. What now?  
Ian: I would give the money to Mr. C. . .  
Matt: In fifty years?  
Ian: Like I said, Mr. C. I would give it to him with the dictum that he fire all the incompetent teachers and hire ones that will actually teach.  
Matt: Danger! Danger! Politically murky waters ahead!  
Ian: Yeah, I'd give him a list of people, starting with...  
Matt: I canna do it captain, the publication simply can't put out that much spite.  
Ian: OK, whatever. I'd also set up one of those endowed chairs in the English Department, and then make them put me in as the teacher. So I'd get to indoctrinate lots of other, newer, little kids.  
Matt: I don't think they have those on the high school level.  
Ian: I don't care. For two million dollars, I'd better get what I want. So your two million would go to

sports?  
Matt: I guess, it would be either that or I'd buy a lot of toilet paper and fix the plumbing in the school.  
Ian: I don't know if you could do that with just two million.  
Matt: You're right, maybe it'd be cheaper to just move the school to a building with usable toilets.

<Matt would like to add that this has been a fictional conversation because he's written everything up to this point by himself and is now turning it over to Ian>

Ian: OK. I'm supposed to finish this article, but I don't feel like making it any longer. So we're done with our last M et I ever.

Matt: At least the Juniors will be happy.

ADIOS BLS!

# Ode to Such

Anonymous, II  
Contributing Writer

So you write an ode to Westies and Freaks  
which gets them all fuming  
And you're threatened for weeks

Through your six years at this Latin School  
It is obvious you have not learned  
What makes one a fool

Divide and conquer was your strategy  
"I'll show them," you said,  
"that they're not like me."

You tried to describe Will and Freddy  
but you fouled up  
in your effort to make them look petty

You tried and you failed  
to put their ways down, and as it turns out  
it is you that is ailed

by separating people by their friends and their dress  
it seems you have missed out  
on why we love this school best

It is true that we have had our differences and fights  
but by now, senior year!  
you should be free of all spite

We come from all over this great city  
from Southie to Roxbury and Hyde Park and Westie  
From Rozzie to Dorchester, Mission Hill, and even J. P.

As a result of this school's great diversity  
we have all learned to value  
what makes you, you, and what makes me, me

and it is sad to think that because of difference  
one of our students  
should have missed this learning experience.

# A Fictional M et I Conversation



Matt is the Argo's  
Graphic Arts Editor.

Ian is the Argo's  
Layout Editor.



# Happy Birthday!

JanuaryFebruaryMarchAprilMay

- 1 - Otilia Mirambeaux
- 2 - Neil Lucas
- 3 - Alexandra French  
Kent Wong
- 4 - Jessica Clark  
Quoc Huynh (Jimmy)
- 7 - Stephanie Cicchetti
- 8 - Lauren Demore
- 10 - Jason Burns
- 11 - John Katikakis
- 13 - Christal Fenton
- 15 - Katherine Kowal  
Hollis Rosario  
Ximena Sarango
- 18 - Mazinho Palencia
- 19 - Paul Moran  
Sean Moran
- 21 - Nir Kronenberg
- 22 - Sabrina Smith
- 25 - Henry Chou  
Bridget Cody  
Ian Marlier  
Haben Michael  
Alan Reynolds
- 26 - Charlotte Hillery  
Christopher Roma  
Jennifer Yong
- 27 - Rebecca Degnon  
Lauren Greene  
Andrea Haney  
Paul Smith
- 30 - Keith Monahan

- 1 - Marybeth Foley
- 2 - Maria Bruk
- 3 - Oludare Oyedele
- 4 - Huong Hoang  
Shannon Finneran  
Lauren Wigmore
- 5 - Jeffery Kelley
- 6 - Joanne Chung
- 7 - Yeshi Gaskin
- 8 - Zaskya Perez
- 9 - Dominic Marinelli
- 11 - Charles Arris
- 12 - Michaela Horan
- 15 - Natasha Telesford
- 16 - Keith Dixon  
Wan Ping Huang
- 17 - Aisha Murray
- 18 - Daniel Restuccia
- 22 - Anna Haritos
- 23 - Matthew McHugh
- 24 - Ronald O'Keefe
- 26 - Sami Saba
- 28 - Faiza Bodden  
Dezra Brown
- 29 - Thomas Rowlings

- 2 - Coreen Weinstein
- 4 - Jonathan Mulhern
- 6 - Jean Fenelon
- 12 - Aurelia Hall  
Ian Labitue
- 14 - Andy Zagastizabal
- 16 - Cyril Kakulu
- 17 - Elizabeth Conley
- 18 - Alan Chu  
Jeffrey Hartnett
- 19 - Anna Entemann  
Erika Graul
- 21 - Luis Martinez  
Nyan Tun Tan  
Jennifer Wortman
- 22 - Kathryn Ahern  
Kelly Penney
- 23 - Julie Natola
- 24 - Cheryl Gallant
- 27 - Luis Henao  
Luis Morello
- 30 - Matthew Bennington
- 31 - Eric Holland  
William O'Brien

- 10 - April Gariepy
- 13 - Michael McCabe
- 14 - Robert Huether
- 15 - Wing Sze Leung  
David Wong
- 16 - Joseph McCarthy
- 17 - Donaxi Tabora
- 18 - Pedro Teixeira  
Michelle Zukauskas
- 21 - Kim Dang
- 22 - Jason Morrison  
Daniel Moran
- 23 - Betsy Burgos
- 24 - Lisa See
- 25 - Son Dinh  
Debra Higginbottom
- 27 - Gary Woo
- 28 - Shakur Abdal-Khallaq  
Molly Dunford
- 29 - Allen Leung  
Karlo Ng

- 1 - Anna Lee
- 3 - Jessica Barker
- 5 - Michael Chu  
Victoria Salesman
- 6 - Lauren Harris  
Nina Smolyar
- 7 - Jose Magrass  
Jennifer O'Neill
- 8 - Adrienne Campbell-Holt
- 10 - Marie Jo Bahnam  
Patricia Rowley
- 11 - Nathan Bowler  
Damean Vlasak
- 14 - Yuheng Ruan
- 17 - Quisquella Addison  
Jessica Figueroa
- 18 - Veronica Argueta
- 19 - Rahul Mepani  
Anthony Schiarizzi
- 20 - Kelly Lewis
- 21 - Quoc Huynh
- 22 - Allison Gunther  
Melisa Nettleton
- 23 - Carmel Higgins  
Takeysha Leggett  
Lisa Lucia
- 24 - Rasheena Howard  
Rebecca Waterfall
- 26 - Shing To
- 28 - Irene MacDonald  
Meredith McDonough
- 31 - Uche Ajene

## June

- 1 - Ruth Charlemange
- 5 - Li Shan Cai  
Nara Peou
- 7 - Joanne Jacques
- 8 - Jamakeah Barker
- 9 - Jennifer Lewey  
Christopher Swain
- 13 - Joseph Do
- 14 - Robert Pasco
- 15 - Ivette Argueta  
Edward Hom
- 16 - Sarah Fitzpatrick  
Andrew Kaminga  
Nancy Kiu
- 17 - Kristen Dailey  
Maribel Palin
- 18 - Betty Lin
- 19 - Sandra Kwan
- 21 - Beth Antoniazzi  
May Lee
- 22 - James Flinn  
Courtney O'Neil
- 23 - Kristen Franks
- 24 - Jonas Campos
- 27 - Katherine Massaro
- 29 - Oscar Lazo

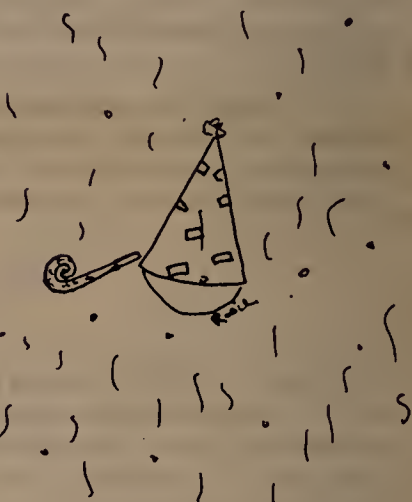
- 1 - Juliann Hauck
- 2 - Deirdre Lizio  
Shaun Wyatt
- 4 - Monique Gauvin  
John Orlandella
- 6 - Danielle Brown
- 7 - Dawn Adeyemi  
Katie Brooks
- 9 - Luciano Leone  
Jennifer Mills
- 11 - Emmanuella Duplessy
- 12 - Erik Beiser
- 13 - Ernesto Hernandez
- 14 - Jeanine Ciampa  
Michelet Laguerre  
Gregory Mardirosian
- 15 - Amanda Matos  
Renee Therrien
- 16 - Alexis Minichino
- 18 - Sean Ryan
- 19 - Stefania Guarino
- 23 - Tracy Nguyen
- 24 - Meghan Daniels  
Kevin Klein
- 25 - Melissa McClinton
- 26 - Ari McKenna
- 28 - Matthew Brown  
Vivian Lam
- 30 - Ronald Brankley
- 31 - Nadia Nassif  
Katharine Perdue

## August

- 1 - Kerri Ann Hue
- 2 - Jodi Hart
- 3 - Bridget McLaughlin
- 4 - Charles Dentremon  
Daisy Zhu
- 5 - Sophia Cheng  
Michelle Eddy
- 6 - Joseph Finelli  
Peter Georges-Clapp  
Kerrie Tierney
- 7 - Edwina Tom
- 8 - Herbert Langlois  
Keara Whitsey
- 9 - Leticia Owens
- 15 - Marlayna Gardner
- 19 - Diane O'Connor
- 21 - Cecilia Davis
- 22 - Evelyn Dongo  
Tan Ngo
- 25 - Leang Sing Vong
- 26 - Jennifer Skeffington
- 27 - Phuong Le
- 28 - Kaitlin McColgan
- 29 - Anthony Bernazzani  
Shawn Joseph  
Allison Kenney  
Peter O'Donnell
- 30 - Calay Ip  
Erica Keough
- 31 - Neil Flynn

## October

- 1 - Kristen Armandt  
Alana Taylor
- 2 - Jacqueli Cotter  
Erin Hannon
- 3 - Zhao He
- 5 - Chi Hung Lai  
Craig Miller
- 6 - Danny Louie
- 9 - Amalia Cerro  
Wai Lam Kwan
- 10 - Melissa Farrell  
Michael Joyce
- 11 - Lily Lam  
Mairead Maheigan  
Kaitlyn Malone
- 14 - Edward Kyi
- 20 - Alicia Calderon  
Alice Vaz
- 21 - Suze Fanfan  
Kelly Stanionas
- 22 - Shaylanna Hendricks  
Julia Ramey
- 23 - Rossana Lau
- 24 - Patrick Howard
- 26 - Suzanne Coyne
- 27 - Jason Wong
- 28 - Jesse Barnes
- 29 - Min Wu
- 30 - Benjamin Enos



## December

- 1 - Nicole Lizine  
Charlene Mancusi
- 5 - Laura Craven
- 8 - Kimberly Blackett  
Seth Hardy
- 11 - Thaouyen Le
- 13 - Khalid Hill
- 16 - Sarah Carter
- 17 - James Slotnick
- 18 - Nicholas Shiggs-Quiroga  
Lynne Wilson  
Amy Wai Yan Wong
- 19 - Aliesha Rautenberg
- 20 - Sean McGeown
- 21 - Jesus Baez
- 23 - Alexie Holmberg  
Jessica Leung  
David Wei Liu  
Alexander Parker
- 24 - Lisa Guerra
- 25 - Sandra Freimanis  
Melissa Vellela
- 26 - Frances Aertsen  
Dezhen Tam
- 27 - Michelle Giordano  
David Kellerman
- 30 - Maria Lalimarmo  
Nancy Ly  
Andrew McLellan  
Cynthia Pereira

SeptemberNovember

- 1 - Kamika Hind  
Chimnedum Onyekwu
- 2 - Saamra Mekuria-Grillo  
Michelle Reid
- 3 - Eben Ellertson
- 4 - Vicki Yip
- 10 - Ebony Green  
Meaghan O'Brien
- 11 - Christina Schiavoni
- 13 - Talia Whyte
- 14 - Lisa Courtney
- 17 - Erica Hanson
- 20 - Lauren Rodriguez
- 21 - Albert Meranda
- 22 - Curtis Glavin
- 23 - Heidi Torries
- 24 - Mylor Francois
- 26 - Kenneth Siu
- 30 - Peggy Sung

- 1 - Nahede Khosrovi  
Cassandra Nicaise  
Thomas McLaughlin
- 3 - Daniel Reason
- 4 - Marcus Farina  
Edward O'Connor
- 6 - William Bissonnette
- 7 - James Lane
- 10 - Ping Lei Mei
- 11 - Kathleen Hegarty  
Daniel Welch
- 13 - Coleen Dunkley  
Andrew Nichols  
Caroline Tracy  
Karen Young
- 14 - Katrina Wirth
- 17 - Cecilia Nan Ding
- 19 - Ann Marie Tomasini
- 20 - Sylviose Coriolan
- 21 - Emmett Burson
- 26 - Albert Yuen





# Goodbye BLS. . .

## Thanks for everything!

Shakur Abdal-Khallaq	Boston University	Neil Flynn	Boston College	Thuy Le	Boston College	Alexander Parker	Undecided
Quisquella Addison	Mount Holyoke College	Marybeth Foley	Assumption College	Anna Lee	UMass/Amherst	Robert Pasco	UMass/Boston
Dawn Adeyemi	Mass Bay Community College	Mylor Francois	Mount Holyoke College	Candace Lee	Howard University	Kelly Penney	Stonehill College
Frances Aertsen	Smith College	Kristen Franks	Boston College	May Lee	Cornell University	Nara Peou	Northeastern University
Kathryn Ahern	Boston College	Sandra Freimanis	Employment	Takeysa Leggett	Johnson & Wales	Katharine Perdue	University of Chicago
Uche Ajene	George Washington University	Alexandra French	Barnard College	Luciano Leone	Framingham State College	Cynthia Pereira	Regis College
Beth Antoniazzi	Boston University	Cheryl Gallant	Gordon College	Izabela Leskow	Simmons College	Zaskya Perez	Wheelock College
Ivette Argueta	Northeastern University	Marlayna Gardner	Boston University	Allen Leung	Northeastern University	Julia Ramey	Cornell University
Veronica Argueta	Curry College	April Garipey	Bridgewater State College	Jessica Leung	Dartmouth College	Aliesha Rautenberg	University of Maine
Kristen Armandt	Clark University	Yeshi Gaskin	Howard University	Wing Sze Leung	Boston University	Daniel Reason	Undecided
Charles Arris	University of Pennsylvania	Monique Gauvin	Suffolk University	Jennifer Lewey	Brandeis University	Michelle Reid	Undecided
Jesus Baez	Boston University	Peter Georges-Clapp	University of Pennsylvania	Kelly Lewis	St. Michaels	Daniel Restuccia	Brown University
Marie-Jo Bahnam	Boston University	Michelle Giordano	Framingham State College	Betty Lin	UMass/Amherst	Alan Reynolds	Northeastern University
Jamakeah Barker	New York University	Curtis Glavin	Boston University	David Wei Liu	UMass/Amherst	Gregg Rockwell	Framingham State College
Jessica Barker	UMass/Amherst	Erika Gaul	University of Hartford	Nicole Lizine	Bridgewater State College	Lauren Rodriguez	Bowdoin College
Jesse Barnes	MIT	Ebony Green	Undecided	Deirdre Lizio	Undecided	Christopher Roma	Harvard University
Erik Beiser	Boston University	Lauren Greene	Boston University	Danny Louie	Northeastern University	Hollis Rosario	St. Anselm College
Matthew Bennington	Boston University	Stefania Guarino	Simmons College	Neil Lucas	Seton Hall University	Patricia Rowley	Emmanuel College
Anthony Bernazzani	Stonehill College	Lisa Guerra	Mount Holyoke College	Lisa Lucia	Bates College	Thomas Rowlings	Franklin Institute of Boston
William Bissonnette	Wheaton College	Allison Gunther	College of the Holy Cross	Nancy Ly	Bentley College	Yu Heng Ruan	Harvard University
Kimberly Blackett	Howard University	Aurelia Hall	Bowdoin College	Irene MacDonald	Bridgewater State College	Sean Ryan	Harvard University
Faiza Bodden	UMass/Amherst	Andrea Haney	UMass/Boston	Jose Magrass	Framingham State College	Sami Saba	Northeastern University
Nathan Bowler	Employment	Erin Hannon	UMass/Amherst	Mairead Maheigan	UMass/Amherst	Victoria Salesman	UMass/Amherst
Ronald Brankley	Mass College of Pharmacy	Erica Hanson	New York University	Kaitlyn Malone	Boston College	Diana Santangelo	University of Los Andes
Katie Brooks	Connecticut College	Seth Hardy	Worcester Polytechnic Institute	Charlene Mancusi	College of the Holy Cross	Ximena Sarango	Undecided
Danielle Brown	Harvard University	Anna Haritos	Harvard University	Gregory Mardirosian	Boston University	Anthony Schiarizzi	Northeastern University
Dezra Brown	Florida A&M	Lauren Harris	Stonehill College	Dominic Marinelli	University of Oklahoma	Christina Schiavoni	Cornell University
Matthew Brown	Boston University	Jodi Hart	New Hampshire College	Ian Marlier	University of Chicago	Lisa See	Northeastern University
Maria Bruk	Suffolk University	Jeffrey Hartnett	Northeastern University	Luis Martinez	Undecided	Nicholas Shiggs	Northfield Mt. Hermon School
Betsy Burgos	Barry University	Julian Hauck	St. Anselm College	Katherine Massaro	New York University	Kenneth Siu	Northeastern University
Jason Burns	Trinity College	Zhao He	Boston College	Amanda Matos	Northeastern University	Jennifer Skeffington	Boston University
Emmett Burson	Carnegie Mellon University	Kathleen Hegarty	UMass/Boston	Michael McCabe	St. Anselm College	James Slotnick	St. Anselm College
Lisa Cai	University of Southern California	Luis Henao	Undecided	Joseph McCarthy	Johnson & Wales	Daniel Smith	UMass/Boston
Alicia Calderon	Liberty University	Shaylanna Hendricks	Curry College	Melissa McClinton	Dartmouth College	Paul Smith	Franklin Institute of Boston
Adricne Campbell-Holt	Barnard College	Ernesto Hernandez	UMass/Amherst	Kaitlin McColgan	Boston College	Sabrina Smith	Northeastern University
Jonas Campos	Northeastern University	Debra Higginbottom	Undecided	Meredith McDonough	UMass/Amherst	Nina Smolyar	University of Pennsylvania
Sarah Carter	Harvard University	Carmel Higgins	New York University	Sean McGeown	UMass/Lowell	Kelly Staniunas	Mass College of Art
Amalia Cerro	Baystate College	Khalid Hill	Employment	Matthew McHugh	Boston University	Akil Stanley	Undecided
Ruth Charlemagne	UMass/Amherst	Charlotte Hillery	Endicott College	Ari McKenna	Guilford	Peggy Sung	Brandeis University
Sophia Cheng	Northeastern University	Kamika Hind	Pennsylvania State University	Bridget McLaughlin	Undecided	Christopher Swain	Fairfield University
Henry Chou	Harvard University	Huong Hoang	Northeastern University	Thomas McLaughlin	University of Hartford	Donaxi Tabora	UMass/Boston
Alan Chu	Babson College	Eric Holland	Mass College of Art	Andrew McLellan	UMass/Amherst	Dezhen Tam	Babson College
Michael Chu	Northeastern University	Alexie Holmberg	Boston University	Ping Lei Mei	UMass/Amherst	Nyan Tun Tan	UMass/Amherst
Joanne Chung	Northeastern University	Edward Hom	Northeastern University	Saamra Mekuria-Grillo	Yale University	Alana Taylor	Bradford College
Jeanine Ciampa	Simmons College	Michaela Horan	Mass College of Liberal Arts	Rahul Mepani	Harvard University	Pedro Teixeira	Seton Hall University
Stephanie Cicchetti	Framingham State College	Patrick Howard	Northeastern University	Albert Meranda	Undecided	Natasha Telesford	University of Michigan
Jessica Clark	Wesleyan University	Rasheena Howard	University of New Hampshire	Haben Michael	Stanford University	Renee Therrien	Boston University
Bridget Cody	Boston University	Wan Ping Huang	Mass College of Pharmacy	Craig Miller	Suffolk University	Mui Thong	Boston University
Elizabeth Conley	Bridgewater State	Kerri Ann Hue	MIT	Jennifer Mills	Loyola College	Kerrie Tierney	Bridgewater State College
Sylviose Coriolan	UMass/Dartmouth	Robert Huether	Bridgewater State College	Alexis Minichino	UMass/Dartmouth	Shing To	Boston University
Jacqueline Cotter	Stonehill College	Quoc Huynh (Jimmy)	Northeastern University	Otilia Mirambeaux	Harvard University	Edwina Tom	Harvard University
Lisa Courtney	College of the Holy Cross	Quoc Huynh	Northeastern University	Keith Monahan	Fairfield University	Ann Marie Tomasini	Boston University
Suzanne Coyne	Stonehill College	Calay Ip	UMass/Amherst	Daniel Moran	Boston College	Heidi Torres	Northeastern University
Laura Craven	Stonehill College	Joanne Jacques	Undecided	Paul Moran	Assumption College	Caroline Tracy	Boston College
Kim Dang	Boston College	Shawn Joseph	Undecided	Sean Moran	Assumption College	Alice Vaz	Mass College of Pharmacy
Meghan Daniels	Boston College	Michael Joyce	Bridgewater State College	Luis Morello	Bunker Hill Community College	Melissa Vellela	Boston University
Cecilia Davis	Pratt Institute	Cyril Kakulu	University of Hartford	Jason Morrison	Suffolk University	Damean Vlasak	Boston University
Rebecca Degnon	University of Vermont	Andrew Kaminga	Amherst College	Jonathan Mulhern	Boston College	Leang Sing Vong	Undecided
Lauren Demore	UCLA	John Katikakis	Northeastern University	Aisha Murray	Florida A&M	Dang Vu	MIT
Charles Dentremon	Bentley College	David Kellerman	UMass/Boston	Nadia Nassif	Boston University	Rebecca Waterfall	The School of Visual Arts
Cecilia Nan Ding	Harvard University	Jeffrey Kelley	Boston College	Julie Natola	Boston University	Coreen Weinstein	Framingham State College
Son Dinh	Mass College of Pharmacy	Allison Kenney	Boston College	Melisa Nettleton	Temple University	Daniel Welch	George Washington University
Keith Dixon	Johnson and Wales	Erica Keough	Boston College	Kar Lo Ng	Wellesley College	Colby White	Northeastern University
Joseph Do	Northeastern University	Nahede Khosrovi	Fordham University	Tan Ngo	Undecided	Keara Whitsey	Fitchburg State College
Evelyn Dongo	Undecided	Nancy Kiu	New York University	Tracy Nguyen	Clark University	Talia Whyte	Emerson College
Molly Dunford	Boston College	Kevin Klein	UMass/Boston	Cassandra Nicaise	University of Virginia	Lauren Wigmore	St. Anselm College
Colleen Dunkley	Boston College	Katherine Kowal	Boston University	Andrew Nichols	Northeastern University	Lynne Wilson	University of Maine
Emmanuella Duplessy	George Washington	Nir Kronenberg	UMass/Amherst	Meaghan O'Brien	Bridgewater State	Katrina Wirth	Undecided
Michelle Eddy	Boston University	Sandra Kwan	University of Pennsylvania	William O'Brien	UMass/Amherst	Amy Wai Yan Wong	Wellesley College
Eben Ellertson	Colorado College	Wai Lam Kwan	Emmanuel College	Diane O'Connor	Wellesley College	Jason Wong	Undecided
Benjamin Enos	Rutgers University	Edward Kyi	Boston University	Edward O'Connor	Harvard University	Kent Wong	UMass/Amherst
Anna Entemann	Boston College	Ian Labitue	Morehouse College	Peter O'Donnell	Bridgewater State College	Gary Woo	Worcester Polytechnic Institute
Daphney Excellent	UMass/Amherst	Michelet Laguerre	Boston College	Paul O'Keefe	UMass/Amherst	Jennifer Wortman	Boston University
Suze Fanfan	College of the Holy Cross	Chi Hung Lai	Boston University	Courtney O'Neil	McGill University	Min Wu	Boston University
Marcus Farina	UMass/Amherst	Maria Lalimarmo	UMass/Amherst	Jennifer O'Neill	Boston University	Shaun Wyatt	Air Force Academy
Melissa Farrell	Boston College	Lily Lam	Brandeis University	Owen O'Neill	Wentworth Institute of Technology	Vicki Yip	UMass/Boston
Jean Fenelon	Northeastern University	Vivian Lam	Stanford University	Chimnedum Onyekwu	Bryant College	Jennifer Yong	Northeastern University
Christal Fenton	Boston College	James Lane	Boston University	John Orlandella	Northeastern University	Karen Young	Northeastern University
Jessica Figueroa	UMass/Boston	Herbert Langlois	Mass Maritime Academy	Leticia Owens	UMass/Boston	Albert Yuen	Northeastern University
Joseph Finelli	Harvard University	Rossana Lau	Cornell University	Oludare Oyedele	Northeastern University	Andy Zagastizabal	Undecided
Shannon Finneran	College of the Holy Cross	Oscar Lazo	Framingham State College	Caitlin Pagnano	Wheaton College	Daisy Zhu	Bentley College
Sarah Fitzpatrick	Regis College	Phuong Le	Boston College	Mazinho Palencia	Tufts University	Michelle Zukauskas	Framingham State College
James Flinn	Northeastern University	Thaouyen Le	Mass College of Pharmacy	Maribel Palin	St. Anselm College		



# Congratulations to the Class of 1998!

<p>Congratulations Will B.! Always remember SEMPER UBI SUB UBI! – Dad</p> <p>Hey Chicken you did a great job! Now when you get your diploma I'll Rochambeau you for it! OK? Really you are the bomb! – Love World's Best Mom</p> <p>Chicken is going to Haavad! Cheeken I love you. From Lardy Gangsta, Matty Fatts, and Boogie Monster. We'll miss you but not your laundry or your mess – kidding :)</p> <p>Way to go Idaho! With love from: Lardy, Fone Hog, Whiney Pants, Tic the Slick, Boogey Monster and Gansta Matty Phatz</p> <p>Congratulations Molly We're proud of you today – as always. – Love, Dad, Mom, Brian, and Sarah</p> <p>Congratulations, Joe F. We are so proud of you! – Love, Mom, Dad, and Adam</p> <p>Allison G., Congratulations!! Your hard work has paid off! Be true to yourself! Keep smiling! Good Luck in the exciting years ahead. I love you! – Mom</p> <p>Shaylanna: This is to certify that we're very proud of you. Keep up the good job, it will be worth it all the way to the end of your lifetime decisions. Congratulations and Love "Guaranteed." – Dad, Mom and the rest of the family. God Bless you continually.</p> <p>Erica K., Estamos contena para tú. ¡Buenas suerte! – Con todo cariño, Mama, Papa, Y Christina</p> <p>Nicole L., Dad and I want to tell you how very proud we are of you. We wish you great success, love and much happiness as you enter into college. CONGRATULATIONS!</p>	<p>Mai, Congratulations! Best wishes for your next challenge! – Love, Felix and Sam</p> <p>To Mai: You did it! We're so proud of you! Love and Hugs!!! – Mom, Emma, Grandpa, Kim, Cathy, Kevin, Lauren, Blackie, and the boys at the Barn.</p> <p>Ian M., You're the GREATEST! – Love, Mom and Grace</p> <p>Who is Erica You You Who is Erica You You Who is Erica You You And who loves Erica We do!</p> <p>Congratulations Greg, Matt, Rob, Paul, Andy, Neil, Jeff, Dominic, Bridget, Lisa, Joe, James, Melissa and Jonathan – Linda and Nelson Mardirosian</p> <p>To Dominic Marinelli, May you come to trust the dreams you must fulfill Behold the limitless sky!!! Break a leg and God bless you – Mom &amp; Dad</p> <p>Jen M., Congratulations on your six successful years at BLS and your graduation. Good luck in your college years. We are very proud of you. – Love, Mom, Dad, Mel, and Tim</p> <p>Dan M., Congratulations to my godfather! – Love, T.J.</p> <p>Paul and Sean Moran: Nana, your cousins, and your aunts and uncles congratulate you both. Wish you health and happiness in your future endeavors. – Dibiasie Green Philips</p>	<p>Congratulations Owen! You survived! Now you will flourish. You're a great engineer and a wonderful, creative person. Best of luck at Wentworth. – Love, Mom and Dad</p> <p>Alan R., You did it! We are very happy and very proud. Congratulations! – Love, Mom and Lisa</p> <p>Dear Patricia Rowley, Happy Graduation! Congratulations on a job well done! Go confidently in the direction of your dreams. – Love, Mom, Dad, Katherine and Tom</p> <p>Dear Matt S., Congratulations on your graduation. We are very proud of you. Keep your faith and God Bless You as you continue your journey. – Love, Dad and Mom</p> <p>Caroline T., You'll always be our precious pony. Best of luck in college and much happiness in life! – Love, Mom, Dad, Chris, Phil, and Tobey</p> <p>To Lauren W.: Congratulations on your high school graduation! – Love, Mom, Dad, and Kristi</p> <p>TO THE CLASS OF 1998:</p> <p>Congratulations Class of '98! You have led us on an amazing journey these past six years. Capped by a remarkable Senior year, you have made us all very proud. – Parents of Peter Georges-Clapp</p> <p>Class of '98, you may forget how all of Gaul was divided in three parts and if "io" verbs belong to the 3rd or 4th declension. But remember this: SEMPER UBI SUB UBI! – Erin Hannon</p>
<p>Shakur, Remember, you must run further, and faster - just to stay even. Have very high hopes and run, run, run!!! -Dad</p> <p>You have started on the road of success, stay <u>focused</u> and apply yourself to the fullest, and you'll succeed. -Mom</p>	<p>ERIK:</p> <p>MAY YOU ALWAYS HAVE FAIR SKIES AND A FOLLOWING WIND.</p> <p>CONGRATULATIONS! MOM, DAD &amp; ELIZABETH</p>	<p>Jason,</p> <p>Congratulations on a job well done. We're all very proud of you! Much success and fun over the next four years to come.</p> <p>Love, Dad, Mom, Tiffany and Nana</p>
<p>Dear KK,</p> <p><i>Felicitades, Don't worry Be happy Con amor Tu familia</i></p> <p>- Mom, Dad, Sean, Charlie</p>	<p>Matthew Bennington, I want to send you special congratulations on your graduation from Latin School. I know, better than anyone else, how hard you have worked during times of great difficulty. And you've come through it all, head held high, with values intact. I love you and I am proud that you are my son. Always reach for the stars: YOU can touch them.</p> <p>Love, Mama</p>	<p>For Kip:</p> <p><i>Parting Instructions</i></p> <p>Swallow clouds as whales graze plankton. Coast ocean fields, mouth wide. Braid honeysuckle into your hair. Wear peacocks' castoff feathers. Dress warmly. High altitudes where you are going, air has a nip. Steamed milk with nutmeg, honey – sip slowly. Savor light and fluffy. Let froth remind you. And your fingertips kneading dough.</p> <p>With Love, Mom</p>
<p>June 1998</p> <p>Chuck,</p> <p>Anyone who has passed through a classical education and not been humbled by it, has had a very narrow escape. Enjoy PENN!</p> <p>Love, Mom, Dad, and Richard</p>	<p>Congratulations Anthony! "We are proud of you."</p> <p>Love, Mom, Dad, Michael, Adam, Nicholas, and Laura</p> <p>"Don't worry about it.. "</p>	
<p><i>Congratulations Jesse</i></p> <p><i>We're very proud of all your accomplishments!</i></p> <p>Barbara, Ken, and Katie</p>	<p>Congratulations Danielle We are so proud of you with love from: Mom and Dad Jennifer Kathryn Victoria Nicholas Andrew Matthew</p>	<p>Congratulations Ruth! It's been a rough road, but we knew you could do it! We're proud of you and we love you very much! Good luck in college at Amherst!</p> <p>Love, Mommy, Daddy, Vladimir, and Glancy</p>



# Congratulations to the Class of 1998!

<p><b>Bridget,</b></p> <p>Your diligence has paid off, Your character is bursting at the seams, There are valuable discoveries to be sought Set your imagination Free! We are proud! (That's the Last WORD!)</p> <p>Love, Mom - Dad - Matt - Patty</p>	<p>To our Anda Congratulations Love, Mom Dad + Jenny Good Luck at Barnard</p>	<p>"It takes ordinary people to do extraordinary things." -Dr. Tom Dooley</p> <p>To the Teachers, Administration, and Staff of BLS: Thank You!</p> <p>-The Hauck Family</p>
<p>Congratulations to the girl who did it her way. Good luck at Stonehill. We love you Laura!</p> <p>- Mom, Dad and Lucy</p>	<p>Lauren</p> <p>Thank you for the wonderful memories you have made for us. We are all so very proud of you. May God continue to shine His blessings on you and always remember - First, you have to know the right question! Love from Dad, Mom, Kerry and James</p>	<p><b>CONGRATULATIONS ROB HUETHER!</b></p> <p>May you always approach Life with the same enthusiasm And thoughtfulness you do today. We are very proud!</p> <p>Love, Mom, Dad &amp; Pat</p>
<div><div><p>Congrats Little One, Tim</p><p>Congratulations!! Soar to NEW Heights! GREG</p><p>Congratulations Meg, Good luck at BC - Richie</p></div><div><p>Hi Meg! Congratulations Love, Chrissy</p><p>Job well done, Love Mom &amp; Dad</p><p>Yeah Meg! Love, Beth</p></div></div>	<p>Congratulations <b>MICHELLE!!!</b> Love Mom, Dad, Anthony + David</p>	<p><b>Congratulations</b> and Best Wishes to <b>David Kellerman</b> on your Graduation from Boston Latin School</p> <p>from Mom and Dad</p>
<p><b>Cecilia</b></p> <p>You have brought forth the light within you, and I am so proud to be your mother. Let it guide you to your greatness. From one flygirl to another</p>	<p><u>Congratulations</u> <u>Aurelia!</u></p> <p>Cherish the joys of this special day for long lasting memories!</p> <p>Love Your Family</p>	<p><b>Nir</b></p> <p><b>You'll Go Far</b></p> <p>Love, Grandma &amp; Grandpa Kronenberg Grandma Gladys</p>
<p><b>WTG</b> <b>Michelle Eddy!!</b></p> <p>We love you and are very proud of you!</p> <p>Mom, Emily, Elizabeth + Grandma</p>	<p><b>ERIN M. HANNON</b></p> <p><i>First daughter of a BLS alumna to graduate!</i></p> <p>"The sisters of '78 salute you, filia nostra, as we stand fast and smile knowingly..."</p>	<p><b>CONGRATULATIONS!</b></p> <p>TO MARIA "DARLENE" LALIMARHO</p> <p>WE LOVE YOU!</p> <p>DAD, MOM, ROCKY, BING &amp; CAVE BOY</p>
<p>Sarah F., Congratulations on your graduating from Boston Latin. This accomplishment will have many more in its trail. Just keep reaching up and you will excel. The road ahead is full of opportunities and exciting challenges.</p> <p>Your number one fans, Mom and Dad</p>	<p>ERICA,</p> <p>CONGRATULATIONS! BEST OF LUCK. WE LOVE YOU!</p> <p>DAD, MOM, JOSH, GUINNESS</p>	<p>James,</p> <p>Congratulations on your graduation. We are very proud of you. Good Luck and Best Wishes in the future.</p> <p>Love, Mom, Dad, Ryan + Nonie</p>
<p>Neil,</p> <p>Congratulations on another great accomplishment in your life. We are so very, very proud of you.</p> <p>We Love You, Mom, Dad, Kellee, and Bryan</p>	<p>"For all that has been...Thanks. For what is to come... YES!" -Markings</p> <p>Congratulations, Juliann! May all your life memories be as warm and joy-filled as those of Boston Latin.</p> <p>Love, Your family</p>	<p>Dear Kelly - You did it!!!!</p> <p>As you enter now into another phase in your wonderful journey through life - just remember to stay as honest, loving and most of all, as happy as you are at this moment - don't be afraid to change and to grow - you will always have your family, friends and especially our love: Mom &amp; Dad</p>



# Congratulations to the Class of 1998!

<p><b>Deirdre</b></p> <p><i>Is this really happening? you have confirmed our faith in miracles! Love and best wishes always, ...the three of us</i></p>	<p><b>Congratulations Daniel M! You're the BOMB!</b></p> <p><b>Love, Mom, Dad, and Your Brothers</b></p>	<p>“Él que perserva, triunfa.” Cynthia Y. Pereira ¡Congratulations! You have made us very proud. God Bless You Always.</p> <p>Love, Mom, Dad, and Wesley</p>
<p>To Lisa Lucia:</p> <p>“A woman of dignity and honor”</p> <p>On your way to success in any career you choose, don't forget about the people who love you most. We'll miss you while you're away @ Bates.</p> <p>Love, Mom, Dad, Steve, Joey, and Grandpa</p>	<p>Sean and Paul Moran:</p> <p><b>Labor Vincit Omnia</b> you're awesome!</p> <p>Love, Mom, Katherine, Erin, and Steve</p>	<p>“ . . . a dream is like a river, ever-changing as it goes . . . ”</p> <p>To Our Dear “WISH,” Wherever your dream takes you Wherever you may go Please know we miss you already And love you more than you can know.</p> <p>Lyatt, Daddy, Zumus, and Sis</p>
<p>Amanda M. Matos-González Clase del 1998 Felicidades Te deseamos Con mucho cariño, Tu madre y hermano, Gloria González-Rivera Samel Matos-González</p>	<p>Jonathan Stinson Mulhern with pride and gratitude for the past; wth hope and joyful anticipation of the future, we salute you on your graduation.</p> <p>Mom, Dad, Brendan and family</p>	<p>Congratulations, Dan R., on your great achievements in class, on the soccer field and tennis courts, and on the clarinet and saxaphone . We are very proud of you.</p> <p>Love, Mom, Dad, and Nina</p>
<p>Congratulations Mike McCabe!</p> <p>We're proud of you.</p> <p>Love, Mom, Dad, Frank, Kerry, Paul, Dave, Joe, Chrissie, Steve</p>	<p>Aisha Murray:</p> <p>To GOD Be the Glory: We're thinking of you in a proud and loving way, We're praying your graduation is an especially blessed happy day. We pray your graduation joys be yours followed by the successful achievement of all your hopes and ambitions that you want to accomplish. Congratulations! We love and appreciate you so very much. Keep reaching for God's highest will for your life and always seek to please him in all that you do. God Bless You. To GOD Be the Glory. With Love, Daddy and Mommy</p>	<p><b>GOOD WORK, SEAN! WE ARE ALL PROUD OF YOU!</b></p> <p>Love, Mom, Jim, Glen and Julia</p>
<p>Valedictorian Saamra Rosa Mekuria-Grillo.</p> <p>Kudos for all the hard work. Congratulations for the superb achievement. Your parents, grandparents, aunts, uncles, nieces, nephews and their friends are so very proud! We love you and wish you the best in everything you choose to do. Go well to Yale!!</p>	<p><b>Seize the Millennium Courtney</b></p> <p><b>Love, Mom, &amp; Dad</b></p>	<p>To JRS</p> <p>The courses are over, the marks are in, Whatever the honors you managed to win They will never surpass the person you are, To Mom, Dad and Andrew, James is a STAR!</p>
<p><b>A Belated Fond Farewell</b></p> <p>Eight times you threw on your duds and rolled your hoop The Tempo - your chariot - got you to and from school Your path had some bumpy detours but nevertheless Perseverance paid off, finally doing your best Without the crew - You, Shannon, Pat, Kristen, Mook, Bunia and Dew Those hallowed halls will never be the same without all of you Congratulations</p> <p>- Love, Mom</p>	<p>Congratulations Jennifer, Melissa V., Melissa McC., Sami, Betsy, Meredith, and Evelyn.</p> <p>With love, Mrs. O'Neill David A. Ellis School</p>	<p>DAN SMITH, We Love you Congratulations!</p> <p>Love Mom &amp; Dad</p>
	<p>Congratulations Caitie!</p> <p>Love, Mom, Dad, Danny, and Tarzan</p>	<p>CHELLE BELLE</p> <p>FINALLY . . .YOU HAVE MADE MOM-mIA AND DAD-diA VERY HAPPY!</p>



# Forum

## Are We Not Boston's Brightest?

By Damean Vlasak, I  
Contributing Writer

To enter this school, with its illustrious history and prestige, all of the students now enrolled had to take a test and have a good enough student record to be allowed to join the ranks of those who have passed through these halls. That test has since come under fire, but that is not the issue here. Regardless of how these students came to Latin School, it can be taken for granted that they are some of the best students in the city. These students are intelligent, have very good problem solving skills, and above all else, are quick. To survive in this school as a top student, you must be quick, for those who lag are quickly left behind to languish in the shadows. Thus the school is geared towards the abilities

of its students, giving them a facade of normalcy. However, the nature of these students should not be forgotten, or else a great injustice would be done to them, for they are the best and brightest, and are not "normal," meaning average. They are special. Somehow, this knowledge of the nature of the stu-

dents in our school seems to have been lost by the ones in charge of ensuring that our education is everything that we, as students, need it to be. I am speaking of the recent situation in which an amount of mercury was stolen from a chemistry lab. I do not wish to comment upon the security of the school, or the obvious neglect there, if something such as this could occur. I instead would like to discuss the subsequent handling of the situation.

Rumors spread quickly, unbelievably quickly. I had heard about the situation some two or three weeks before there was any official notification of anything being amiss. I also knew about the "bomb threat." I was not scared. No one I knew was in the least bit frightened. We understood that although the person in question "had" ten pounds of mercury, there was little chance that he would know how to construct a bomb, much less actually spend the time, money, and effort to do so. It was one of the empty threats that kids make.

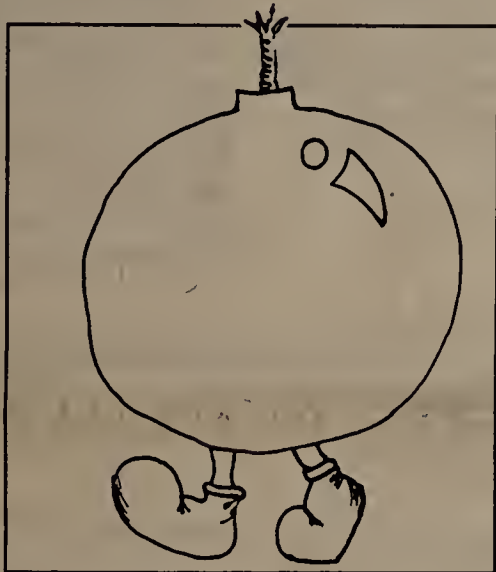
The Headmaster was notified of the missing mercury, and, eventually, notified of the rampant rumors of a "bomb threat" as well. However, when he made the announcement of the discovery, and when his letter was distributed, which was meant to inform both parents and students, there was no mention of the "bomb threat" as anything more than a "disruption" of school. This is what was so disgraceful in the handling of the situation: this dancing around the issue by the Headmaster. Instead of acknowledging the possibility and then the improbability of such an action, as well as the measures

they were taking regardless of the chances, they acted as if there were no threat at all. Perhaps this was a wise choice, for if they acknowledged the threat, then it would mean that there was some validity to the rumor, right? Perhaps it was a wise choice to try not to worry the students. Perhaps it was a wise choice to patronize the students, but I seriously doubt it. When has it ever been a good idea to keep someone in ignorance? It only showed the students, those bright and quick students, that the administration was trying to hide something. The following news releases also made no mention of the bomb threat, though this action might be more understandable, given the penchant the media has for latching onto stories and blowing them out of proportion.

Instead of laying the rumors before all, presenting the information openly, the Headmaster seemed to be hiding what information there was, obscuring it, and thus feeding the rumors. After all, why would he feel the need to "make us feel safe" if there were no "real" danger? How could he expect us not to notice that he had made such a glaring

omission? Through this action, it was clear to the students that the administrators were indeed worried, which in itself is something to worry about when you are a student. It was not until after the announcement and letter that I first heard students talking about how they would not be in school on the day the "bomb" was supposed to go off. Needless worry was caused by this subterfuge.

No one can say that the students at Boston Latin are stupid. We grapple with whatever our teachers throw at us. We deal with our after-school activities and our jobs. And despite the often huge amount of responsibilities on our shoulders, we succeed. What I cannot understand is why the administrators lost sight of how intelligent we are. We do not panic easily, and they should know that by now, having worked with us and other students like us for many years. We do not fear without reason, which they should also know. By far, the best route in handling this situation would have been to have an assembly in which they discussed what was happening with worried students to calm their fears. A letter explaining exactly what was going on, as well as what was being done would have been much more comforting than a general notice and a vaguely worded reference. Open discourse has always been the best way to understand something and overcome fear. I can only hope that this slip was only because of a moment of fear for our safety, rather than a lack of confidence in our ability to face a challenge, regardless of what that challenge might be.



## A Waste of Time?

By Alinna Chung, II  
Contributing Writer

In the past few weeks, there has been endless interchange on the Massachusetts Comprehensive Assessment System (MCAS) testing. Controversy about the tests and the expected results have been a primary topic in the news. By the time this article goes to print, the tests will have been done and over with, so why bother to think about it? To begin with, the MCAS is supposed to impose great change on our public school system. These new tests are supposed to be part of a three part plan to raise achievement in the public schools. The first step was to define high standards for students; the second was to establish curriculum frameworks for the teachers by grade and subject. The MCAS tests are the third step: they are to be given every year to determine whether students are meeting these new high standards. Sounds simple, doesn't it? Eventually, each student will have to pass the MCAS exam to graduate, beginning with the Class of 2003, but as of right now, the tests are being tried out. Thus this year, the tests were distributed and our sacred schedule was disturbed so that our fortunate guinea pigs, excuse me, fivesies and sophomores, could take them.

So why the controversy? One would think that everyone was for education reform and improvement. However, the MCAS tests that premiered this May were not welcomed by all. One main concern has been the projected results of the tests. Many students are expected to fail, and as stated in the March-May issue of *Great Expectations in Boston's Public Schools*, "Even students who have done well on other tests may not do well on the MCAS this year." Perhaps what people fear is that their children will not measure up and they would have to realize that we truly are only better than those students in

Lithuania, Cyprus, and South Africa, as recent international testing among 21 countries has shown. These new MCAS tests are supposed to be "a start" to changing our public school system for the better. Of course, it doesn't help that the politicians appear to be avoiding the blame for these projected bad results by conveniently reporting the results after elections. Great to know how much confidence they have in our abilities, isn't it?

However, what should concern the average Boston Latin student is not the results, especially considering our impressive record on most standardized tests. We should have faith in our solid Latin School education. Rather, one should wonder what the school system was thinking when they decided to impose a series of tests that would take up so much of our academic time. Some may have forgotten but there were many problems concerning the new schedule imposed this year in order to satisfy all the academic minutes. Considering how we have had to scrounge up those extra minutes by starting school earlier and ending it later, one would think that the school system would avoid taking away those precious hours from us with tests. It seems as though they expect this single set of tests to determine the future of education in Massachusetts. Perhaps what they should do is decide exactly what they want and how to achieve it before they subject us to further testing. It appears that if Massachusetts students do poorly, they would have to develop a plan to raise standards and continue testing until they finally come upon a class that fulfills their high standards. But all the while millions of students are graduating without "the knowledge and skills they need for jobs or college in the 21st century." Exactly when they will find real answer to our problem is unknown. First, they will have to figure out the problem.

## Voluntary Volunteering

By Kristin Purdy, II  
Editorial Board Associate

It is a requirement for most American high school students to engage in some form of community service before graduation. These services range from tutoring grade school children to aiding the elderly. It is the intention that these students receive a form of appreciation for their surroundings, their schools, and themselves after engaging in such acts of good will, and naturally their communities would benefit from the vitality they bring to the area. Community service allows adolescent maturity, intellectual development, and social improvements. Both the student and the public receive extensive gains from such well-developed projects; it adequately prepares the student for either the job market or college, and the public receives the advantages that only ambitious, youthful teenagers can give.

In four years of serious writing, I believe that I have nearly mastered a craft commonly referred to by a term that is quite unacceptable for *Argo* publication. (Hint: B.S.) The previous paragraph, I believe, fully demonstrates my accomplishments in such a beautiful art form. I offer a challenge to anyone to better my example. Send submissions to

Kristin in 134. But I digress.

Forced community service provides nothing. If school administrative officials locked students within state penitentiaries for thirty hours, the effect would be the same, i.e., hostile, indignant adolescents and a community displaying no signs of improvements. The entire stigma surrounding community service, once a fully generous act that truly had benefits, has now been warped into an activity reeking of political correctness that must be experienced by all, regardless of a predisposition to engage in it or not. The adolescent mind is continuously exposed to dominating forces within the classroom, and addition of such behavior will contribute nothing to its development. Community service is an advantage only to those who willingly engage in it, and although this advantage is a wonderful one, for those who do not wish to participate, the act is only painful and detrimental.

Volunteering is a voluntary action. To enforce it risks compromising the enjoyment it gives to those who practice it, and the community they serve. Although it is true that it may offer a sense of satisfaction to those who may not expect it, this gamble is simply not worth the irritation it is more likely to cause if it is enforced among students.



# Violence in Schools

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## A culture of violence

Our culture demonizes young people. It's true, take a look at television. The media has portrayed our generation as hopelessly immoral. Our public schools are dens of acid, pot or crack, and all of the kids carry weapons, right? Well, if you spent one night listening to the news, that's the impression you would get.

Violence is a problem in our schools. However, if you look at the wider society, schools seem to be havens of safety! According to a report from the U.S. Justice Department, rape, robbery, and assault are twice as likely to occur in the home than in school. And despite the chilling news from Pearl, West Paducah, Jonesboro, and Edinboro, only a tiny fraction of the nation's yearly crop of homicides take place on school grounds. Very few of the 200 million guns in the country make their way into the classroom.

Still, Indianapolis, Indiana is now subjecting elementary school children to metal detectors. We are running around in circles trying to apply band-aid solutions to violence in schools when our society is saturated with violence from top to bottom. Why not pay more attention to changing the culture of violence in society at large and looking for root causes of what is going wrong?

Every day children are bombarded with television programs and video

games that advocate aggression and hostility. Two of young America's favorite television shows are *South Park* and *The Jerry Springer Show*. They don't exactly advocate peace and harmony on these programs. On *South Park*, a popular character named Kenny dies violently every week, and on *Jerry Springer*, people are taught that fighting solves problems and talking does not. Why wouldn't kids, especially young kids, act out what they see on TV? If they came home to watch this every day, they would begin to think that this is how normal people live.

## Extreme remedies

Adults can not figure out how to deal with the problem of school discipline. Principal Alice Morgan Brown suspended 1,200 of the 1,800 students at Northern High School in Baltimore last November (*Education Week*, December 3, 1997). Sound ridiculous? Of course, but school authorities now seem prepared to resort to the most extreme measures in order to "ensure safety."

Take this case. A young girl accidentally took her mother's lunch box with her to school. At lunch she realizes that a knife, which her mother uses to peel apples, was in her lunch box. She took it to her lunch monitor and was sent to the principal's office and suspended (*The New York Times*, March 12, 1997). Why? Because the school had a "zero tolerance" policy. If a child is caught with drugs or a

weapon, under any circumstances, then he is automatically suspended or expelled.

Here's another case: "In Fairborn, Ohio, Erica Taylor, 13, was caught with Midol and suspended for 9 days. Kimberly Smart, 14, who gave Erica the Midol, was suspended for 14 days because the district said distributing drugs was more serious than possessing them." (*The New York Times*, March 12, 1997). This zero tolerance policy is illogical, foolish, and insane. Expelling or suspending kids for such minor "offenses" is absurd. By not evaluating each situation on its own merits, school administrators are sending kids the message that you don't talk about the problems, you immediately punish.

And what is the point of suspension or expulsion anyway? The kids are now free to roam the streets and find serious trouble. How does this benefit anyone? The "one strike and you're out" policy initiated in Massachusetts in 1993 has increased the number of statewide expulsions from 983 in 1992-93 to 1484 in 1995-96 (*Boston Globe*, March 8, 1997). In many cases these expulsions are permanent, with no alternative education provided. Some students have carried weapons for protection because they felt unsafe on the way to school. It is unlikely that their expulsion has made the schools themselves any safer, but very likely that it has exposed them to the greater possibility of violence on the street.

## A different approach

If punishment-oriented methods of dealing with school violence seem shortsighted, what can be done? Maybe we should start by working to change the climate in schools. Kids need to feel useful, because what is the point of being somewhere where you are not making a difference? We are supposedly living in a democracy, so schools should be places where students learn about and experience democratic practices. They should be involved in the changes the school is making. School authorities should consult with and listen to the students, and not just brush them aside.

Most importantly, pupils must feel there is someone they can talk to in school. Schools do have guidance counselors, but we feel from experience that guidance counselors in our school, and others, are college counselors, and so they rarely try to help with the real problems students have. Maybe if communication could be substantially improved, students would not get so frustrated that they would threaten or actually use violence against their schools.

Real change will only begin when communities come together and learn that there are no easy answers to our society's deeply-rooted problems. We must start looking for far-reaching solutions, and stop seeking quick-fix headline grabbing remedies. Trying to make an example of our kids by expelling them is not an answer.

# Microsoft Monopoly?

By Dan Gelbtuch, II  
Staff Writer

America's favorite gazillionaire is in the spotlight once again as the government pursues its antitrust lawsuit against Bill Gates. His business Microsoft is being brought up under charges of monopolizing the computer industry with its newest product, Windows 98. The government is pursuing Microsoft under antitrust laws, accusing Microsoft of using Windows 98 to give the company an unlawful advantage over other computer companies in advertising and in hawking their products.

Upon reading these charges against Gates in the newspaper, I couldn't help but think to myself in a satiric and sarcastic tone, "Poor Bill Gates!" as I'm sure many other citizens who make less than a billion dollars a year also thought. However, I then came upon a quotation by Gates's lawyers, who clearly stated that this case wasn't about money, but about principle. At first I was a little taken aback, and once again the satiric, sarcastic tone started to creep into my mind, but I was able to stop it. Principle, that's an interesting thing to associate with a man who makes more than the combined GNP of several small countries. What principle could Microsoft possibly be trying to uphold with its defense? The principle of having the right to earn a zillion dollars anyway one likes? Then it hit me: the American principle, the principle of free enterprise. A defining principle in our capitalist society is being able to do business without

interference by the government. Having said that, immediate parallels (none too scrupulous) come to mind: Vanderbilt, Stanford, Rockefeller, etc. These men all thought they were defending free enterprise, but in reality they formed trusts in their respective businesses, neglected their workers, and completely dominated their industries. Is Gates guilty of the same unscrupulous business practices which are associated with these men? Would Teddy Roosevelt label Microsoft as a business which is detrimental to the country? The answer is undoubtedly no. Gates created a multi-billion dollar business through intuition and by creating the best product. On his way to the top he has not created a deprived underclass (such as occurred in the Industrial Revolution); he has not created a trust which limits all other competition. Companies such as Netscape and Sun Microsystems can still compete with Microsoft and will only become successful by creating a better product. Shouldn't this be the favored end result of a capitalist society? Gates isn't in the same ballpark or even the same league as the robber barons whom the antitrust laws were designed to defeat, and he shouldn't be seen in this way. The capitalist society in which we live may not be perfect; companies may gain advantages over others, creating a situation of inequality, but this does not justify government intervention. Gates has done nothing wrong in achieving his success and likewise should not be punished for being successful. The American capitalist society is designed to place the successful at the top and award them for their ingenuity. I think Puff Daddy said it best: "It's all about the Benjamins, baby!"

By David Wei Liu, I  
Staff Writer  
& Raymond Wu, II  
Forum Editor

Once upon a time, in the world of Silicon Valley, there were different kings ruling different empires. There was dBase, Lotus 1-2-3, and of course, mighty WordPerfect. But one day, a baby named Microsoft was born; who knew that one day he would grow up and become king of all of Silicon Valley; his power bounded only by the ocean and the stars. Like the Romans of yesteryear, he came, he stole, he conquered.

When Microsoft was growing up, those other big kings were virtually invincible. After starting out with only a 16-bit OS, Microsoft eventually forged the weapons that would dethrone those once proud emperors. dBase fell to Access, Lotus 1-2-3 crumbled before Excel, and mighty, mighty WordPerfect was no more. But would Microsoft have forged such mighty weapons if those former emperors had not ruled at all? Would it have even tried?

Even these conquests were insignificant compared to the greatest conquest of all, the complete control of the nation's food supply, OS, which all inhabitants of Silicon Valley needed to survive. Poisoning all OS with the addictive drug Windows 3.1 (which, by the way, Microsoft stole from King Mac), nations gave way without resistance to Microsoft, despite the fact that 3.1 frequently caused deadly spasms referred to as *General Protection Faults*.

Microsoft stood unchallenged in Silicon Valley, but then a startling discov-

ery was made. There was a land beyond the oceans called the World Wide Web, and nations were there, waiting to be conquered to fulfill Microsoft's ambition of world domination. Netscape, one of the major leaders in this new nation, now fighting a desperate war against Microsoft, remains one of the last pillars of resistance. However, what nation can possibly stand up to the unchallenged power of Microsoft? Anytime a rebellion arose in Silicon Valley, Microsoft would crush it mercilessly, steal its weapons (such as it did with the theft of DoubleSpace from Norton) and use them against it, or buy it out. With no new nations to fight against, what would prevent Microsoft from exploiting the general consumer?

Wishing to end this new conflict as quickly as possible, Microsoft poisoned the new nation's OS with Internet Explorer. Slowly, the inhabitants of Netscape joined Microsoft. Some were able to take antidotes, but they could not be distributed to the mass public without serious revenue cutbacks. Many were turned. Now Microsoft began to take control of Java, the new nation's water supply. Microsoft was now almost universally known as *Monopoly*, meaning supreme dictator. Eventually, Microsoft, drunk with its power, decided to challenge the gods themselves, starting with Intel.

O' what new perils await us?! We mortals can only hope and pray for divine intervention from the king of gods, the US Justice Department. But if this should fail, undoubtedly, one day Microsoft, already developing potent new poisons, Windows 98 and Windows 00, will rule the world, unchallenged.



## Meat-Out or Meathead?

By Andrew McLellan, I  
& Christina Schiavoni, I  
Contributing Writers

The SEAL club credits Nathaniel Adams with his detail-free coverage of the Great American Meat-Out display which was held at BLS on March 20th. In his article, "Ignore the Hype" (*Argo*, April 1998), Adams skipped the tedium of actual events and went straight to something far more important: a pamphlet. Instead of writing about the vegetarian bake sale, the table providing health information, or the 300-plus pita sandwiches handed out by volunteers, *Argo* readers were treated to a scholarly and emotional commentary on a single pamphlet handed out at the event, quickly followed by Adam's feelings and fantasies about vegetarianism, religion, and of course, Casey Kasem. Whether vegetarians or not, readers must surely have had a good time with this stream-of-consciousness prose.

In his rich pamphlet analysis, Adams took on a few of the more hateful terms, such as "caring individuals" and "less violent diet." He then proceeded to sum up the history of vegetarianism in a single sentence: "Not surprisingly, vegetarianism has its 'roots' in religion." Unfortunately, readers were left to guess just which religion has inspired all vegetarians (Lutherism? Dutch Reformed? The Salvation Army?). Nevertheless, it is clear from reading his article that Adams put a tremendous deal of research into it. Readers were also treated to a glimpse of Adams' colorful inner life, conveyed through free association: they learned about "run-of-the-mill cults" and "slaughter of helpless fruits and vegetables" by vegetarians and about cheeseburgers and violent salt shaker fantasies. Then, just in the nick of time, readers were warned against "shock tactics and Jerry Springer-like assaults that insult our intelligence" (how dare the SEAL club pass out all that <gasp> hummus and tabouli?!). Among Adams' more stirring revelations was that the event's organizers were "like a concrete bunker filled with crazed, gun-toting vegetable fanatics." How noble it was of Adams to warn his readers of the many "scare tactics" of SEAL (which in his article he renamed FARM, surely for simplicity's sake)! And how talented of him to be able to write an article on a club, an event, and an entire movement without even needing to speak to anyone who was running the actual event. Imagine that, a persuasive piece of argumentative literature based solely on a pamphlet and a bit of creativity. Oh, wait—let's not end this article without quoting Adams' best point yet: "The lesson to learn from all of this is that we can't take everything we read at face value." Now, that's for sure!

## Enough is Enough: Stop the Nuclear Devices

By William Young, II  
Staff Writer

The same threat that has horrified the world shocked it for the second time in two weeks on Thursday, May 28. Pakistan, an Islamic country in a border dispute with Hindu India, tested five nuclear devices. The two countries had been exchanging gun and mortar fire during the previous two days—now, as they enter the military maturity of being world powers, they must not allow themselves to lose their self control.

In a span of two weeks, the nuclear club gained two more members: India, which had tested its bombs over twenty years ago and never signed the Comprehensive Test Ban Treaty, but had not tested voluntarily; and Pakistan. The two countries have fought three wars since 1947 and came dangerously close to a fourth, possibly nuclear, confrontation in 1990 over the disputed northern state of Kashmir. Both countries have been suspected of controlling nuclear weapons for the last decade—India, for the last two.

"No case has been made for this. I think it's appalling. It's disgusting," said Praful Bidwai, an Indian weapons researcher and proponent of nuclear disarmament, after India's tests.

India tested its bombs two months after Prime Minister Vajpayee's Hindu nationalist Bharatiya Janata Party came to power in democratic elections. The tests seemed less like an act of the new ruling party's foreign policies and more a move to gain internal support. Most of the Indian people have supported the nationalist government's posturing.

India was immediately placed under foreign economic sanction by the US and Japan as well as being denied loans from the International Monetary Fund. Many other countries, including Britain, France, and Russia, refused to sanction the offending country.

Pakistan waited two weeks as the world held its breath, hoping to avert catastrophe. On the 28th, however, Pakistan exploded its own series of bombs. Pakistan has received its own economic sanctions, which, due to the dependent nature of the Pakistani economy, will have a far more grave impact on the Pakistani working class. And yet, the people of Pakistan are rejoicing.

India declared itself a nuclear state within the last two weeks. Pakistan has just done so as well.

"The long-range Ghauri missile is already being capped with the nuclear warheads to give a befitting reply to any misadventure by the enemy," an official Pakistani statement said.

Despite the support of their voters, these people are acting against their rational self-interest. What is at stake in a nuclear standoff is not a few votes for a political party. What is at stake is the lives of hundreds of millions of civilians. What is at stake is the military balance of power across

the world, as nuclear technology proliferates. What is at stake are the billions of people whose lives are at risk from the thousands of warheads now pointed at cities across the globe, some from the subcontinent, others spread throughout the armies of the world.

The leaders and people of Pakistan and India have not been civil to each other since their two nations split in the subcontinent's 1948 civil war. They have not been civil in the sense that they would revel in the blood of their enemies. Not civil in the sense that you get it. They have fought three times since their separation including a civil war shortly after World War II, almost a fourth in 1990, and are nearly fighting openly again. These tests prove only one thing: not that the two nations are capable of manufacturing weapons—we knew that already—but that they are ready to threaten each other with them.

"All politics is local," as former Speaker of the House Tip O'Neill once remarked. The people of India and Pakistan have urged these displays of machismo, and their leaders, democratically elected, have complied. To excuse the leaders of these countries on this basis is to blame the citizen voters of the two countries. To blame the citizens is to blame whoever is persuading them. And the theoretical demagogues persuading the people are probably the politicians strutting like victorious roosters after a cock fight. Which brings me back to my original point: these people are acting against their rational self-interest.

Yes, they are behaving like jealous children. The entire world waited at a grand nuclear picnic, pretending the gun the kids were playing with was not loaded. And to the entire world's dismay, the children have fired bullets into the air. After firing their bullets into the air, the two children have now aimed their guns at each other.

There are children's lives at stake, and President Clinton's comments have been as rehearsed as any unprepared parents': "Two wrongs don't make a right." Clinton condemned the two squabbling nations.

It is as if America, the parent who has experienced gunfights, is threatening to send the children off from the picnic without dessert. The children don't care about dessert—they are aiming nuclear-warhead pistols at one another. Watermelon is no good, anyway, as long as your worst enemy is going to kill if he can.

The world's response is wrong. The lessons of the Cold War have not yet been learned. The parents of the world—yeah, that's America, Russia, Britain, and France, and China—refuse to take up their role as guides in the incredibly volatile world of nuclear weapon. The leaders of the free world have spent so much time assuring us that nothing is wrong that they have come to believe their own stories. Nothing is seriously wrong, they say, nothing could harm us. We'll just send these two kids to bed without dessert. And the kids might decide to shoot their parents, instead.

How do you feel about the US reaction to India's nuclear bomb testing?



I believe that the US might have overreacted. With China mobilizing missiles to the Chinese-Indian border, it is only logical that India would seek nuclear weapons in order to balance the power.

—Mazinho Palencia, I



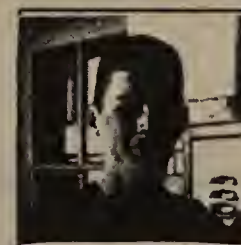
Obviously I don't agree with any country having nuclear bombs, but it is not our right to interfere with other countries.

—Gabrielle Stockmayer, II

picture not available

I feel that America's intentions of putting economic sanctions on India are necessary because allowing nuclear testing will eventually lead to nuclear warfare.

—Lew Grossman-Spivak, III



I feel that the US should be more concerned because if a country like India gets nuclear weapons, other countries like Pakistan will follow for protection.

—Owen Roddy, IV



India feels more secure and doesn't feel like it can be pushed around anymore. The US feels that India may be a different country now because it has nuclear power. I feel that it [proposed economic sanctions] was a good idea.

—Adam Finelli, V



I think that the US reaction is okay because Americans don't know what India could do with the nuclear weapons. They don't know the dangers that could happen.

—Brandon Moore, VI

## Quality of Writing

By Nathaniel Adams, II  
Staff Writer

During the past year, the *Argo* has undergone an incredible revival. Gone are the days of misplaced modifiers and split infinitives (not to mention the horrendous spelling mistakes). Technically, the articles are flawless. However, one problem that lingers was highlighted in a recent article about the Great American Meatout by Nathaniel Adams of Class II (no relation, I assure you): the quality of writing has consistently dropped over the past few years,

to the point that all one needs to get published is the ability to put together a rambling string of opinions in a slapshod manner, even in a *news* article.

Adams' entire article was devoid of factual information and was a pathetic attempt to slander the good people at FARM. He doesn't seem to understand that these people are simply trying to get their message out, and he resorts to a string of juvenile insults and weak jokes to take attention away from the fact that he has no valid points. His piece is rambling, he pulls all of

his quotations out of context, and he somehow plays with the words to make it seem as if vegetarians accuse meat-eaters of being violent. If I didn't know any better, I would have thought that he was purposely trying to manipulate the facts to get support for himself.

Although the *Argo* is headed in the right direction, it will only be great when people like Adams are forbidden to write articles.

P.S. I am personally a huge fan of both Casey Kasem and Rue McLanahan.



# Arts and Entertainment

## Trial of God

By Rob Willison, II  
Staff Writer

Those of us who were lucky enough not to be traveling over Memorial Day weekend were treated to one of the most difficult, impressive, and moving Boston Latin School drama productions ever. *Trial of God*, by Elie Wiesel, chronicles the final evening of a group of Jews (a tavern owner and a group of *Purimspielers*) before a pogrom (massacres in which entire Jewish communities were tortured and wiped out by mobs). The script is characterized by a conceptual depth and constant passionate and thought-provoking dialogue. Issues of more seriousness and gravity than those handled by *Trial of God*, the question of God's existence and its possibility in the face of the hatred and cruelty capable of dominating human nature, do not exist. It is not an understatement to say that director Jesse Barnes took on both a daunting task and a huge risk when he chose to produce this play.

The BLS production of *Trial of God* was the result of a combination of excellent directing, acting, and staging. It was clear by the coherence of the acting and the actors' comprehension of the production that Jesse and assistant director Sam Graham-Felsen more than lived up to the challenge with which they had presented themselves. Max Shulman, in the leading role of the tavern owner, captured the pain and passion of his character convincingly. He also portrayed extremely well his character's torn idea of faith, his loss of love and trust in his God, but

stubborn unwillingness to desert the Judaism that his family and friends had died for to save his own life.

Kay Purdue, as Maria, a Christian waitress, was equally engrossing and captivating with her acting. While, early in the play, she added a life to an otherwise grave script with a disengaging manner and an array of lines full of suggestion and wit, she also added to the dread and

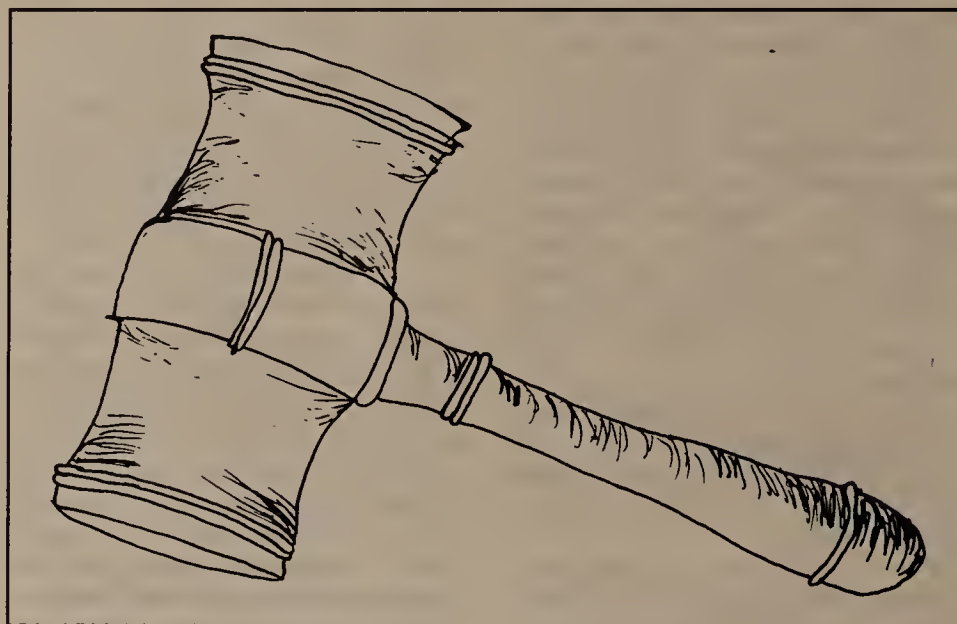
a master at the evil facial expression, as he possesses the strange skill of scowling in such a way as to completely darken his eyes under a shadow. Tommy's skill in both dialogue and physical disposition fueled an absolutely gut-wrenching and thought-provoking ending.

Nel Lawson stood out in her perfect portrayal of the troubled and innocent Hannah, brutally raped in a pogrom

God. As judges in the trial, they provide unbiased reaction and inquisition for background information between the dispute between Max's and Tommy's characters. Luis Morello rounded out the cast as a corrupt but fair minded Priest, one who is not strong enough to stand up against but does not wish to see another pogrom.

The acting was, without exception, superb, and built up to an ending that left everyone viewing moved. After Sam, who claimed to be a defender of God, leads in the pogrom and betrays the trust of all, screams rise and all fall to the ground. The lights blacken and all that is left is the silhouette of Sam giving the German "Heil" before a white screen. Behind him a slide show of the atrocities of the Holocaust in Germany runs. The final slide is one of Hitler, a perfect parallel to Sam's silhouette—a visual parallel between the pogrom and the Holocaust.

*Trial of God* was nothing less than an intellectual and dramatic triumph, and is a leading example of the heights that amateur drama can reach at Boston Latin School. It was certainly a monumental undertaking by all involved, from stage manager Naomi Krakow to set designers Jo-Jo Bahnam and Ben Webb. Especially impressive was Jon Gass with the lights, and of course, none of it could have been possible without assistant stage manager Dan Gelbtuch, who adds life to every play. The immense undertaking and final success that *Trial of God* embodies is certainly an excellent argument for increased school recognition and emphasis on the theater arts.



horror of the last act and a half with a perfect union of hatred and fear for Sam and shame and disgust for herself.

Tommy O'Malley was the chief source of the evil and horror that drove the last act of the play in his role as Sam, the stranger. Not only did Tommy deliver his lines with skill, dripping discomfort and allusion with each word, but he was also

on her wedding day. Though she inspired pity, her lines were also perhaps the only true rays of hope the play had to offer.

Peter Georges-Clapp, Christopher Roma, Julia Tutko, and Bryan Eustis provided the transitional characters of the *Purimspielers*, who introduce new topics of conversation throughout the night, and whose acting allows for the mock trial of

## Two Views of the Closing *Seinfeld*: Choose your own adventure

### YOU LOVED IT!

First, one must remember that it is difficult to finalize a sitcom. The producers of *Seinfeld* certainly conquered the feat. Not only was the show itself literally put away, but the characters were figuratively put away themselves. It was a perfect, original idea, welcoming an end.

Let me start from the beginning and highlight a few scenes that still stand out in my mind.

The insipid neighbor, exiting with his long, drawn-out Shakespearean soliloquy, was unbearably witty. Then there were the few moments when the plane was crashing down and all the actors were hanging onto their seats for their lives, looking ridiculous and acting as if those were their last few minutes on Earth. (That must have been a ball to film!) Truly funny. Then there were the unforgettable witnessing and videotaping of the fat guy getting mugged as the four main characters watched, taped, ate popcorn and giggled. Following was the trial, the flamboyant,

skank lawyer and the reappearance of all the past characters. What better feeling of closure to the best sitcom on TV than a trial and a finalizing sentence? How much more eloquent could the production company have been to remember all the best scenes and characters from the past and tribute each in the final show?

The underlying theme of the last production was insightful and humorously ironic. Before watching the show, personally, my father was spewing about how the characters on *Seinfeld* were all superfluously selfish, unsympathetic, slothful and simply disgusting overall. The producers and other minds behind this *Seinfeld* episode were perceptive to realize that this exact scene would most likely occur. This therefore prompted the last *Seinfeld* to be about the jailing of the four terrible people: insensitive, selfish, and slothful.

The finale of *Seinfeld* was a witty success, but it is sad to see the show go after all these fruitful years of laughter.

By Ingrid Liff, II  
Contributing Writer

### YOU HATED IT!

What the hell were the producers thinking? OK. Maybe it was a good idea and understandable that they would try this little jailing-the-people-because-they-were-unkind fiasco with the whole closure thing in mind. But it did not work. The great idea was simply not as profound and witty and quaint as they must have thought it was.

*Seinfeld* is supposed to be funny. It wasn't. The final episode of a show is supposed to be exciting and eventful, a culmination of the entire show. It wasn't. With this weak, dull finale, the whole point of *Seinfeld* was lost.

I sat in front of the TV expecting something incredible to happen. For goodness sake, everyone in the United States thought something incredible was going to happen. My parents, who had never watched *Seinfeld* in their lives, announced a *Seinfeld* party! We began watching it, and let's just say that the so-called party went downhill from there.

Being serious now, why did they include all those random characters from

past episodes? What if you happened to be one of those poor people who did not partake of every single *Seinfeld* episode that has ever graced the television screen? With so much publicity in some form or another, the people working on this *Seinfeld* must have known that some new viewers would be tuning in. My unfortunate parents, for example. This is not to mention the fact that each ghost from the past seemingly portrayed some kind of racial or cultural, negatively connotated in a humorous sense, stereotype. Oh, loved the flashback of *Seinfeld* stealing bread from the frail, old lady as well; ha ha, that was really funny.

Overall, if they wanted to honor each of the past characters, they should have also honored the past setting. If they wanted to finalize *Seinfeld* in this way, they should have created a story to fit such a show that would entwine all of the past into a grand, humorous finale. Anything would have been better.



# Sports

## Casey's Girls at the Bat

By Melissa Farrell, I  
Contributing Writer

At the end of this winning season with a record of 13 wins and 7 losses, the softball team, coached by Leo Casey and Marianna Tedesco, hopes to continue winning into the State Tournament. This year's team has the experience and talent to do just that. With new players returning from last year's squad, they know what it

*there is no doubt that this team is headed for greatness and will achieve its goals*

takes to beat the top teams in the league. This team has seven seniors determined to end their Latin careers on a high note by bettering last year's one-and-out showing in the state tournament.

So far, Latin has enjoyed great success and expects more of the same due to the great all-around play by the entire team. Senior tri-captain Juli Hauck has pitched with good speed and control, despite battling a shoulder problem. Senior Aliesha Rautenberg, also a captain, has played well in center field and has shown consistent power at the plate. Senior

Molly Dunford, the third captain, is having an awesome season, both defensively at shortstop and offensively. Allison Gunther has played well at second and enjoyed "personal success at the plate," as she had hoped. Jen Mills has become known for her diving plays in left field. In right field, Melissa Farrell has shown the ability to throw out runners at first and get on base with a well-placed bunt. Certainly not to be overlooked are the contributions of seniors Kelly Penney and Sue Coyne, who can be counted on for a timely hit and are always there to pump up the team. Along with the strong play of the seniors, Mr. Casey has gotten many fine contributions from the underclassmen. Juniors Allison Allukian and Amy Erlandson, first base and catcher, respectively, have been strong all season. Other juniors Diane Connell, Katie Connerty, and Shannon Carthas have added depth and versatility to the team. Sophomore Meghan Nelligan does a good job as designated hitter. Freshman Karen Rautenberg has made a name for herself at third base in her first year on the team. And eighth grader Jackie Coffee has been a pleasant surprise on the mound. With such outstanding talent and determination, there is no doubt that this team is headed for greatness and will achieve its goals.

## BLS Girls Rowing Ahead

By Becky Degnon, I  
Contributing Writer

8:45am

I am sitting in my car at the Riverside Boathouse waiting for a fellow crew member to pick me up. I am watching the rain come down and the college boats row by. It is my first free Saturday and I am awake so early. I picture my bed, but I can't. This is crew, and this is what it is all about: rain, wet, early, tired, and being patient. Nancy pulls up, and we move on to the MDC boathouse in Brighton, where seven others are waiting with our coach. After some talk, we get the 100 pound motor on our Barney-purple launch, and carry out the boat and the oars. By 9:30, we are on the water ready to row our boat down to the area where our first true race will be the following day. I talk the rowers through a few drills before the cox-box dies. I switch to the coach's megaphone, and thank God for letting this happen while not in a race. We arrive at our destination in under an hour and put the boat away until the next day. I can't wait until the race and again thank my friend up there I don't have to wake as early as others the following day, when they will meet at 6:30 am to row the other boat down to the race.

9:10 am

I am ten minutes late to the race but it's not a big deal because it is raining and cold and they have delayed the race. After a Dunkin Donuts coffee, I am feeling a little more awake than I did when my alarm went off at 6:30. Our first boat, the first varsity boat, gets out on the water at 9:00 for their 9:20 race, which does not actually happen until 10:00. Those of us standing on the shore are freezing and are feeling sorry for our fellow rowers on the water, where the wind is strong and the rain pours down uncontrollably. We watch two other races go by before our team

pulls through. When they come into view, they look wonderful, and their oars are going in and out of the water at the same time. They claim third place. When they dock, they are wet, cold, and not happy, but are cheered strongly by everyone. As we set out our second boat, the rain and wind pick up. As we wait for their race, I look around at the parents and siblings of the rowers and the feeling of crew comes over me again. This is what it is about: rain, wet, early, tired, and being patient. Mothers are celebrating their day by supporting their rowers through the rain and cold. At 10:30 we hear they are delaying the races again, and our boat comes back in. They carry the heavy boat out and we wait for the next call. At 11:15 the race is cancelled, and we head home after a long morning.

I think of the last week and hearing all the cancellations at school of the softball and baseball practices. Each time I would think why can't crew ever be cancelled, but then realize crew takes so much strength every day, not only in rowing, or carrying the boat and motor, but mentally, too, by actually going to practice every day no matter what the weather is like. This past week we have rowed in the rain every day, and have come out soaking, but we didn't miss a practice. I am proud of the team for this and for their determination. This is what makes up our crew team: endurance. As a senior I am sad to leave behind the team, as I believe are the others, Nancy Kiu, Lisa Courtney, and Meredith McDonough. We have worked very hard to build the team, but know it will continue. Maybe one day there will even be a boys' team, that Paul and Sean Moran will miss out on. They are rowing their last year out with Community Rowing. From all the seniors, I would like to wish the BLS Varsity Crew team good luck in the future. I would also like to thank Mr. Costello for his support of the team. Thanks.

## A Surprise Win over Wayland

By Joe Finelli, I  
Contributing Writer

On Wednesday, May 6, the boy's tennis team finished the first half of its schedule by beating Wayland (The 1997 Division 2 State Champions) by a score of 3-2, at home, to improve its record to 5-5. This win was by far the most rewarding of the season, a win clinched when senior co-captain Dan Restuccia flattened Wayland's Andrew Law, the #41 ranked player in New England, 6-0, 6-0. The first four matches had already ended, with Latin having won both on both doubles courts, and with Wayland having taken the number 2 and number 3 singles courts. With an overall win on the line, and with every member of both teams looking on, Restuccia played the best match of his life, consistently hitting his backhand deep into the corner, and forcing Law to spray balls long, wide and into the net. Upon his return to his teammates and supporters, Restuccia was greeted with bear hugs, high-fives, and congratulations all around. "I recognized that Andrew was tentative early, so I attacked him and broke serve twice, and before he realized what was going on it was 4-0. At that point he was so morally deflated that all I had to do was maintain my focus and keep the ball in

play to pick up the win," Restuccia stated after the match. Confidence is an important aspect in tennis, and having it is especially crucial to winning singles matches. If you win the first set, your confidence, and therefore your opponent's frustration, grows so fast that it is much easier to win the second set.

First doubles partners Daniel Welch and Aaron McCormick have had an impressive first half of the season, surprising teams from Wayland, Concord, and Westford. David Bryson and Alexi Nowell have also played well at second doubles, while Restuccia has a 4-4 record against the best players from the teams in the Dual County League. Latin's second and third singles' players, Rob Willison and Joe Finelli have both played hard, but have not had as much success as other team members. Both Willison and Finelli look to improve their results over the second half.

Latin's win over Wayland was special because it was the first time that the team won a close match, a match the Wolfpack was not necessarily expected to win. The second half of the season will by no means be easier, but the tennis team is confident that they can at least win half of their matches, if not more.

## Boston's Sports: Year in Review

By Sam Graham-Felsen, II  
& Rob Willison, II  
Staff Writers

This year in sports was inconsequential, boring, and horrible. Basically, if you weren't a Boston sports fan during the eighties, your significance as a sports fan barely surpasses the recent successes of our pitiful Boston sports teams.

The Red Sox, uh, we mean, Sox, despite the brilliant play of Lou Merloni

*your significance as a sports fan barely surpasses the recent successes of our pitiful Boston sports teams*

and the acquisition of Pedro Martinez, the pitching genius, still have absolutely 0% chance of beating the powerful Yankees, once again in first place and dominating the majors. And so, the Sox will once again get our hopes up and let us down, corroborating the legend of the Curse of the Bambino. Here's a basic guide to being a Red Sox fan: watch all the games that Pedro pitches, and if you go to a game, watch the diesel vendors in action. Also, watch all of Mo's at-bats and savor the few moments you have before he signs with the Yankees.

The Bruins this year: who cares? Their making the playoffs gave us some

temporary excitement, and then, guess what? They LOST! Exhilarating first draft pick Joe Thornton really tore it up... in the MINORS! As usual, our immediate competitor and team, the New England Patriots, got one year older... and one year slower.

The Patriots are really the only reliable team in the Boston area. They always manage to choke. There are some players in sports who lead their teams; they always seem to come up big in the clutch, going farther than anyone ever thought their talent could take them. Drew Bledsoe is not one of these players. Despite an abundance of talent, Bledsoe always manages to throw that crucial interception, make that crucial fumble. Result: an unceremonious exit from the playoffs at the hands of the resilient Pittsburgh Steelers.

In the offseason, Bob Kraft, Pete Carroll, and company continue to make genius personnel moves. Unbelievable move to let star running back Curtis Martin (perhaps the only Patriot with heart) sign with Bill Parcells and the New York Jets! We got 15 completely irrelevant draft picks in return! Who else is going to Jet on us?

As a patch of Green Spring in the otherwise cold winter of Boston sports, the once pitiful Celtics made major strides under the reins of a somewhat money-grubbing coach, Rick Pitino. Under Pitino, second year forward Antoine Walker blossomed into a completely overconfident star now demanding a \$100 million contract after a decent All-Star season. Luckily players such as rookie Ron Mercer and the hustling Walter McCarty show the drive and effort necessary to reach championship level.

Welcome to the wide world of Sam and Rob's sports!!!



# Editor-in-Chief Bids Final Farewell

By Edwina Tom, I  
Editor-in-Chief

Where do I start? I've spent four years of my life living in the Mac Lab working on the *Argo*. All I do is think *Argo*, sleep *Argo*, and dream *Argo*. Ok, well... maybe not dream *Argo*. I consider *Argo* one of my hobbies. (Yes, I know I don't have a life. Even Mr. Gwiazda has told me, in a jokingly manner of course, several times to G.A.L.—Get a Life.)

Being the Editor-in-Chief, one would think that I would know what *Argo* stands for. But I've been wondering myself for the past four years; what exactly is the *Argo* and where did we get the name from? So I asked Mr. Flynn. What is the *Argo*? A. a ship B. a brand of corn starch C. just four random letters of the alphabet put together. And the answer is... A. According to Mr. Flynn, the *Argo* is the ship that Jason used in search of the Golden Fleece. Now that we know what the *Argo* stands for, here's a brief history of the *Argo*.

- 1970 - published first issue of the *Argo*
- early 1980s - use of typewriters during production
- late 1980s - use of computers during production
- May 1994 - wins First Place All New England from NESPA (New England Scholastic Press Association)
- Summer 1997 - first four page summer issue published for summer orientation
- Fall of 1997 - No more collating! the arrival of the HP Laserjet 4V that can print on 11 x 17 paper
- May 1998 - wins Superior Achievement Award from NESPA

As you can see, the *Argo* has come a long way since the 1970s. Now I can add to that list:

June 1998 - longest *Argo* ever published

This graduation issue is a whopping <drum roll please> 28 pages with 4 pages in color! Originally, I had planned for it to be only 20 pages. Then it expanded to 24 pages and now to 28 pages; it's almost like a real college newspaper. Well... maybe lengthwise it is. This issue has a special 16-page section dedicated to the Class of 1998.

To everyone on the editorial board: It's been a great year for the *Argo*. I enjoyed working with all of you. I couldn't have done it without you. Thanks for everything.

To Dani: You've been a great friend and an editor. You make an incredible amount of corrections for each issue. I bet you can find some more mistakes in this issue after it's published.

To Viv: So you chose Stanford over Harvard, huh? Ok then. So it's gonna be you and Haben on the *Stanford Daily* vs. Dani and me on the *Harvard Crimson*. Enjoy the sun and meets lots of gorgeous California guys!

To Jenn: You are one of my reliable editors. I'm so glad you joined the *Argo* this year.

To Ian: The M et I column is a like a kind of comic relief in the *Argo*, and it's been pretty funny this year, thanks to you and Matt.

To Yuheng, very surpassable layout editor: So you finally decided to come back and work on the graduation issue of the *Argo*. . .hehe. No hard feelings, ok?

To Sarah: I can't wait to see the yearbook. I know it's going to come out great since you and Lauren are in charge. I'll see you around next year.

To Andrea: I would never be in an argument with you because I know I'll lose. You did a great job at the Nationals for the Debate Team. You'll make a great lawyer someday.

To Lauren: The senior poll questions are so much better than last year's, and the titles are much better too. Thanks.

To Rosie: I know it was really crazy for you and Lisa during the rose sale but you two kept it all under control. Your front page collage is FABULOUS!!! Thank you for ALL your beautiful artwork in this issue.

To Matt: I don't know what I would do without you if you weren't there to fill those empty spaces with your artwork. Both the *Argo* and especially *The Register* have been wonderful because of you.

To Al: You have great artistic skills. Use them at NU! Thank you for your contributions to the *Argo*.

To Min: The MIB picture of Mr. Flynn and Mr. Casey was terrific! Everyone loved it on the front page of the *Argo*.

To Nina: Thanks for coming through with the pictures on such short notice this year.

To Jesse: Sorry, I've never been to any of the plays this school year but from what I've heard, they were great. Keep up the good work at MIT.

To Kay: You are so dedicated to the theater and arts. You'll make it big someday.

To Laura: Sorry about your the other sports editor. You did a good job all by yourself as sports editor.

To Feng, my diligent assistant editor: What can I say? I'm outta here. =) I will miss you and all the juniors (or should I say seniors now?) Try to have fun next year and don't stress yourself out. The *Argo* is all yours now! Keep up the quality of the *Argo*. I have faith in you.

To Rolo, the one person do-it-all: The *Argo*'s going to be your number one priority, right? =) Don't kill yourself trying to do five things at once, ok?

To all my teachers: I know I have been late to many classes and have missed a few classes because of the *Argo* but all of you have been so understanding. Thank you. I really appreciate it.

To Mr. Aversa: Thank you for being there whenever the *Argo* needed you.

To Mr. Binkoski: Thank you for dropping off and picking up the *Argo* at the printer this year. You are very important to the *Argo*. We will always be grateful and appreciative for what you do for us.

To Mr. Gwiazda: What would the *Argo* ever do without you? A thousand thanks to you for all the countless things you've done for the *Argo*.

To Mr. Flynn: Don't worry. The *Argo* will be in good hands next year. I know Feng will do a good job as Editor-in-Chief.

This has been the most meaningful (and longest) editor's note that I've written for the *Argo* by far. I will definitely miss working on the *Argo* (but not those late Friday nights; have fun, Feng!) The *Argo* will always have a special place in heart. I will never forget BLS or the *Argo*.

## Congratulations

to the **debate team**. **Andrea Baker** reached the semi-finals at Milton Academy in Debate.

to **Marian Wong (II)**, **Jeanine Wong (II)**, **Danielle Drummond (V)**, and **Wendy Lee (V)**. All were winners in the Boston Public Library Foundation Competition for book illustrations. Their work will be published in next year's publication.

to **Jonah Goldstein (II)**, who is one of the winners in the Boston Public Library Foundation's Art and Essay Contest. Art illustrations will be published in their *Boston Reads* publication next year.

to the **Tennis Team** for winning the recognition of being the May "Team-of-the-Month" in the *School Sports Magazine*.

to **The Register staff** for winning First Place in the 1998 All-New England Competition for Literary Magazines and a Highest Achievement Award from the New England Scholastic Press Association.

to the following BLS students who were winners in the Mass. State Science Fair (5/1-5/2): 2nd Place Awards to **Jesse Barnes** and **Lynn Huynh**; 3rd Place Awards to **Alexandra French** and **Seth Hardy**; Honorable Mention to **Albert Yuen** and **Diana Buda**; and Certificate of Participation to **Peter Eacmen** and **Videna Toussaint**.

to all the winners of Prize Declamation.

to **Cecelia Davis (I)** for winning one of the Grace Aznive Art Scholarships.

to **Matt Gillooly (III)**, **Edward Hom (I)**, **Steven Wang (II)**, and **Jennifer Wortman (I)** for winning First Place in the St. Anselm's College Annual Computer Programming Competition. Their win also qualifies the team to participate in the New England Regional Programming Competition.

to the **Debate Team**. **Berly Cordero** led the team to a 2nd Place finish at Milton academy.

to **MassPEP students** who participated in the Annual Design Day at the Wentworth Institute of Technology. BLS took 1st Place in the Rollercoaster Challenge, and 3rd Place overall.

to the following students who have won prizes through the BPS's Food and Nutrition Service Spring Promotion: **Nancy Bilonda (Tent)**; **Kandi Guscott (Sleeping Bag)**; **Jason Morrison (Tent)**; **Julian Ramirez (Jacket)**.

to the **BLS Model United Nations Team** for a very successful weekend simulation at Bentley College. The team received an Honorable Mention for the Secretary-General's Award and **Ian Marlier (I)** was awarded Best Delegate in Security Council; **Andy Barr (IV)** was awarded Best Delegate in General Assembly; and **Jared DeFlurin (IV)** was awarded an Honorable Mention as Best Delegate in the Comm. for Sustainable Development.

to **Matt Gillooly**, **Seth Hardy**, **Ed Hom**, and **Steven Wang** for their First Place finish in the N.E. Regional Computer Competition at Westfield State College.

to the **Debate Team** last weekend at the Grand National Tournament in Detroit. **Andrea Haney** finished seventeenth overall out of a field of 200 debaters. Also attending were **Gina Cappellano** and **Ronaldo Rauseo-Ricupero**.

## Student Teachers & Interns 1997-1998

### English Department

- Ms. Bhandarker
- Ms. Connolly
- Ms. Correll
- Ms. DuBois
- Ms. Fulwider
- Mr. Gallagher
- Ms. Johnson
- Ms. McKenna
- Ms. Rasku
- Ms. Shea
- Ms. Toni

### History Department

- Mr. Decie
- Ms. Ellis
- Ms. Fisher
- Mr. Gorski
- Mr. Murray
- Mr. Rono
- Mr. Sullivan

### Science Department

- Ms. Chatellier
- Ms. Green
- Ms. Ramsay

### Math Department

- Ms. Sakarta

### Music Department

- Mr. Lumda
- Ms. Turnbaugh

### Library

- Mrs. Earlsa

## Retiring Masters

- Mr. Bronski
- Mr. Casey
- Mr. Gallivan
- Mr. Kinsey
- Dr. Ivaska
- Mr. Salterio
- Mr. Wellings